

Physical Interventions (Positive handling) Policy

November 2020



This policy is integral to, and must be read alongside, Baytree's 'Behaviour Teaching and Learning Policy' and is based on guidance outlined in Circular 09/10 'The Use of Force to Control or Restrain Pupils'.

The Circular refers to Section 93 of *the Education and Inspections Act 2006* which clarifies the position regarding the use of "reasonable" force by teachers and other staff working in schools to control or restrain pupils. This policy also incorporates advice from DfE 'Use of reasonable force – advice for headteachers, staff and governing bodies' (July 2013) complies with The Restraint Reduction Network Training Standards 2019 and all relevant National and North Somerset guidelines.

Our Aims

Our pupils have the right to be treated with respect, care and dignity especially when they are in crisis and behaving in ways which may be harmful to themselves or others and as a result may require physical intervention from staff. By using this guidance (in conjunction with the Behaviour Teaching and Learning policy) staff will be helped to act appropriately and in a safe, legal manner, so ensuring effective responses in difficult situations.

At Baytree School the term "staff" referred to in this policy applies to all **employees of the school**.

What are Physical Interventions?

It is recognised that identified pupils at Baytree require staff to physically intervene for a wide range of reasons. In the vast majority of cases these interventions are not restrictive and serve to guide, care for, help or reinforce teaching and learning for the pupil e.g. physical prompts to demonstrate exercises or techniques, hand over hand demonstrations, intimate care procedures, giving of first aid, comfort in distress etc.

Restrictive Physical Interventions (RPI) by staff can take several forms. They might involve:

- Blocking a pupil's path
- Holding (in a recognised manner)
- Leading by the arm
- 'Shepherding' pupil away from a situation (e.g. hand on back of learner or a relevant PROACT-SCIPr-UK technique)
- Restrictive interventions (PROACT-SCIPr-UK training required) using recognized and BILD accredited methods.

Why might we need to use them?

At Baytree School we believe that the use of reasonable force in a physical intervention is only necessary to prevent a pupil from:

- committing a criminal offence
- injuring themselves
- injuring others
- causing significant damage to property (including their own)
- **The use of restrictive physical intervention should always be as a last resort and never as a matter of course**

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- In line with PROACT-SCIPr-UK principles we use minimum restraint for the minimum time until the situation is calm and safe for the learner, staff and other learners.
- Any physical intervention must be reasonable and proportional in the circumstances and always be conducted in relation to the pupil's age, gender, health, religious and cultural persuasion, and stage of development.
- Incidents of inappropriate behaviour that occur outside these normal limits **MUST** be recorded. Initially this is on the child's own 'Incident/ABC Sheet' but, if it persists, requires physical intervention or if there is damage or risk of damage to people or environment it **MUST** also be recorded in the Confidential Bound book and the School Accident and Incident Book (kept in Deputy Head's Office) and reported to a member of the Leadership Team. Incidents of a very serious nature will be reported to the Authority by the H&S Coordinator using the "Report of Violence / Aggressive or Threatening Behaviour Form".
- A learner who exhibits behaviour requiring restrictive physical intervention will have a "Positive Behaviour Support Plan" written after a discussion with involved professionals and parents/carers. The method of informing parents of incidents will be made clear on this plan.
- A member of the Leadership Team will facilitate necessary debrief/support for pupils and staff after any incident.

This policy is fundamental to meeting the needs of our learners and should be read in conjunction with other key school documents:

Anti-bullying policy
 Curriculum Policy
 Equal Opportunities statement
 Race Equality statement
 Child Protection/safeguarding Policies.
 Behaviour Teaching and Learning Policy

This policy will be reviewed in line with the schedule available from the Clerk to the Governing Board.

Reviewed by FGB 18 th November 2020.			
Next review due September 2021.			