



Physical Intervention Policy

Primary and Secondary Academies

April 2024

Introduction

NSCT Academies have a strong commitment towards every child's personal safety and well-being.

We recognise that there may be a need to intervene when there is an obvious risk to the safety of our pupils, staff and property. The Academy is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive, out of control or dangerous behaviour from any child in their care and will only use physical intervention as a last resort in line with the DfE advice; '[Use of reasonable force in schools](#)'.

We will always aim to ensure minimal risk of injury to pupils and staff and any use of physical intervention will be in the context of a respectful, supportive relationship with the pupil.

Our approach to best practice

In the following situations staff must judge whether or not physical intervention would be reasonable and appropriate. Physical intervention would be reasonable and appropriate under the following circumstances, where: -

- there is a risk to the safety of staff, children or visitors,
- there is a risk of serious damage to property,
- a pupil's behaviour is seriously prejudicial to good order and discipline,
- a pupil is committing a criminal offence

Staff will view physical intervention or restraint of pupils as a last resort. The maintenance of a safe environment for everyone must be a priority. If a pupil is behaving aggressively, or has lost control of his / her own actions, every effort will be made by staff to manage the behaviour positively to prevent a deterioration of the situation.

All staff will understand the importance of responding to the feelings of the child which lie beneath the behaviour as well as to the behaviour itself.

Our practice: specific guidelines

- Staff who may need to intervene with a child will seek assistance from other members of staff immediately.
- All staff who become aware that another member of staff needs to intervene physically with a child will have a responsibility to provide a presence, and to offer support and assistance should this be required.

- Where possible, staff which have not been involved in the initial confrontation leading up to an incident may be in a better position to intervene or hold the child if this proves necessary.
- A child's behaviour may be adversely affected by the presence of an audience (similarly other children may be adversely affected by another child's extreme behaviour). Wherever possible, the audience will be removed, or if this is not possible, the pupil will be removed from the audience. The pupil and member(s) of staff will withdraw to a quiet, but not completely private, place. At least two members of staff will be present wherever possible.
- Staff will be aware of the need to tell the pupil being held, in a calm and reassuring manner that the reason for the intervention is to keep the child and others safe. Staff will explain that as soon as the child calms down, she / he will be released.

Physical intervention / holding approaches which can be regarded as reasonable in appropriate circumstances

The following approaches are regarded as reasonable in appropriate circumstances:

- Holding for security and to reduce anxiety where there is potential risk, even if the pupil is not yet out of control. This is best used when the pupil is anxious or confused whereupon its purpose is to defuse or prevent escalation. Staff should take care that their actions should in no way be capable of being interpreted by the pupil as aggression.
- Physically interposing between pupils
- Blocking a pupil's path if he/she is in danger of running away in the Academy building or entering an inappropriate area of the Academy
- Leading a pupil by the hand or arm
- Shepherding a pupil away from a situation
- In extreme cases using restrictive holds to prevent physical danger to the pupil and / or others

In exceptional circumstances, where there is immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of '*reasonable force*' (e.g. to prevent a pupil from running out of an Academy, from running off a pavement into a busy road, from hitting someone, from throwing something that would cause physical harm or danger, or where a child's actions could place them at risk of harming themselves).

Reporting and recording an incident

The head teacher or deputy (or senior member of staff in their absence) will be informed of an incident involving any physical intervention and they will contact the parent(s) / carer(s) as soon as possible in order to inform them of the incident.

All incidents that result in restrictive holds will be recorded in detail by the staff member(s) involved on the Physical Intervention Incident Recording Form (Please see **APPENDIX 1** and, if appropriate, **APPENDIX 3**).

A written record of the incident will be held on the pupils file following an investigation by the head teacher, deputy or senior member of staff and will be made available to parents on request. This will be completed as soon as is reasonably possible following an incident.

Procedures for managing pupils with identified challenging behaviour and / or significant learning needs

Any pupil who falls into this category, and who routinely requires control or physical intervention, will have a clear plan for physical intervention agreed in advance with parents / carers. The plan, which may form part of a Pastoral Support Plan, should be updated on a regular basis.

This will include a risk assessment carried out by Academy staff, and updated on a regular basis. (Please see **APPENDIX 2**).

All details of any plans for possible physical intervention will be discussed fully with parents / carers in advance wherever possible.

If there is a need for physical intervention this will be recorded and dated by the appropriate member(s) of staff, including the type of intervention used.

Any departures from the agreed plan will be recorded and discussed with parents / carers.

Authorisation of staff to use physical intervention

We recognise that physical intervention will be used infrequently, that is, as a last resort to maintaining a safe environment.

All teaching staff are, by the nature of their roles, authorised to use physical intervention as appropriate. Non-teaching staff who are responsible for supervising children in their care will also have the authorisation to use physical intervention where a child or other children are at risk of danger or harm.

Monitoring

Governors / Trustees will be informed of the number of any physical interventions annually.

Physical Intervention Incident Recording Form

PUPIL NAME:

PUPIL CLASS:

ACADEMY:

INCIDENT PLACE:

INCIDENT DATE:

INCIDENT TIME:

REPORTED BY:

Any staff witnesses:

Any child witnesses:

Reason why reasonable force was thought to be necessary:

Yes

No

Was the child concerned liable to injury?

Were other children liable to injury?

Were staff liable to injury?

Other? (provide a short description below)

Action taken by Head Teacher/ Deputy Head Teacher:

Yes

No

Incident form completed?

Parents informed?

Incident discussed with pupil?

Other professionals involved (if yes provide contact details below)

Action Log (any other actions taken/follow up from other professionals)

Date(s)	Summary of actions / reports

Concise details of how the incident began, nature of pupil behaviour, the use of techniques other than physical intervention to diffuse the situation and measures taken to avoid harm to the pupil

Description of physical intervention / control / restrain used, including the degree of force used, how that was applied, and for how long

Record of any injuries to pupils / staff (Please see **APPENDIX 3)**

Record of any damage to property

Measures taken to ensure that the pupil was calmed after the incident

Signature

.....

Time

.....

Date:

.....

RISK ASSESSMENT and MANAGEMENT PLAN (RAMP)

For pupils who present a risk of harmful behaviour

The RAMP will be most effective if it remains a 'live' document which is regularly updated and adjusted in line with a developing assessment and with knowledge and understanding of the pupil's needs and responses

Setting / academy:**Name of child:****Name of parent(s) / carer(s):****Names of RAMP contributors:****DATE:****Is this a continuation form? YES** **NO** **Dates adjusted / updated** (complete new form if necessary):

Step 1: RISK ASSESSMENT

Identification of risk

<p>What is the nature of the foreseeable risk and who is affected by the risk?</p> <p><i>Base this answer on known events and real experience</i></p>	
<p>Is the risk potential or actual?</p> <p>Actual What behaviour has already occurred?</p> <p>Potential What element of risk is being anticipated ?</p>	

Assessment of risk

<p>In which situations is the risk most likely to occur?</p>	
<p>How frequently is the risk likely to occur?</p>	
<p>Who is likely to be harmed?</p>	
<p>What type of harm is likely to be caused?</p>	

Step 2: Consideration of pupil's needs

Describe any known needs which may give rise to learning or social barriers to success (e.g. SEN, EAL, disabilities or medicated conditions, etc.)	
Describe any identifiable triggers or external factors which may adversely impact upon pupil behaviour	

Step 3: Risk management plan

Proactive interventions to reduce risk

Provide details of any adjustments which can be put in place or any logistic actions which can be taken to minimise risks occurring.

WHAT?	WHO?

Early interventions to manage risk

What responses, strategies, behaviour management options could be employed to support de-escalation and provide preventative actions to avoid escalated risk?

WHAT?	WHO?

Responsive interventions to respond to adverse outcomes

What can be done, when incidents have escalated, to deal with the risks safely and what needs to be done when incidents are occurring or have occurred

If it were to become necessary to use reasonable physical intervention, indicate how this will be most safely achieved. Include planning for post-physical intervention actions

WHAT?	WHO?

Identification of staff training / support needs arising

WHAT & WHO?	ACTIONS / BY WHO?	DATE COMPLETED

Risk Assessment Management Plan to be shared with the following:

WHAT & WHO?	ACTIONS / BY WHO?	DATE COMPLETED

Risk Assessment Management Plan agreed by:

NAME & ROLE	SIGNATURE	DATE

Review

The RAMP should also be a 'live' document which is regularly updated

DATE FOR REVIEW:	
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Body map

Where injuries occur and where appropriate, a body map should accompany the Physical Intervention Incident Recording Form.

Please note on the body map any bruising, scars, injuries, red marks etc giving as much detail as possible under the prevailing circumstances as to size, colour and so on.

Only complete this if the injuries are clearly visible or shown to you freely.

