



## Charlton Kings Infants' School

### Safeguarding – Physical Intervention Policy

<b>Governor Committee Responsible:</b>	Provision	<b>Governor Lead:</b>	Chair of provision
<b>Status</b>	Non Statutory	<b>Review Cycle</b>	Every two years
<b>Last Review</b>	10.02.21	<b>Next Review Date</b>	10 <sup>th</sup> February 2023

Designation	Name	Date	Signature
Chair of Provision	James Atack	10.02.21	
Head Teacher	Katie James	10.02.21	

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## **1. Introduction**

At Charlton Kings Infants' School we recognise that for the majority of children attending the school, physical intervention to support children will never need to be considered. This policy sets out guidance for staff to act in such a way that protects themselves and the children in their care if needing to use 'reasonable force' through physical intervention. It should be read in conjunction with the 'Use of reasonable force – Advice for Head teachers, staff and governing bodies' July 2013.

Charlton Kings Infants' School recognises that adherence to the behaviour policy can limit the need for physical intervention, but that on occasion there is no other option but to physically intervene for the safety and welfare of children in our care. The use of physical intervention must be reasonable and comply with DFEE Circular 10/98, DfES/DoH guidance, County Council Policies and Charlton Kings Infants' School Behaviour Policy.

## **2. Aims**

The main aims of this policy are:

- To clarify what is acceptable and what is unacceptable use of force to control or restrain children;
- To help maintain standards of discipline and order within school;
- To ensure the school provides a safe, secure environment for all children and adults.

## **3. Practice**

### **a. When to intervene physically**

The expectation is that physical intervention to restrain a pupil:

- should only be used as a last resort, in clear and dire circumstances;
- should only be used in the best interest of the child, other children or adults;
- should only be used after all preventative measures have been explored;
- should never be punitive;
- should be reasonable, proportionate and necessary.

Any pupil known to have behavioural needs which may result in the need to use physical control or restraint, should be the subject of a risk assessment, detailing preventative measures to stop incidents escalating and the appropriate methods of meeting that individual child's needs. The assessment should be linked to any individual My Plan or My Plan+ or Pastoral Support Plan for the pupil, and the actions stated should have been discussed and agreed with the parent/guardians. All members of staff who may have contact with the pupil should be aware of the assessment and measures to be taken if required.

Physical intervention can be considered in the following circumstances:

- where there is a danger of physical harm to another child or children or to the child him/herself;
- where there is a danger of physical harm to a member of staff;
- where there is a risk of significant damage to property (but staff should not endanger themselves for property);
- where there is severe disruption to the maintenance of good order and discipline in the classroom or other areas of the school.

Unless immediate action is required for the safety of the child or other children, the adult present should always send for a senior member of staff, using the card system, and seek to de-escalate the situation (this may include moving other children away to a safe place) until help arrives.

#### **b. Reasonable force:**

All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006). The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

#### **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

#### **Schools cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.

Only those trained in TEAM TEACH (see appendix of trained staff) should be called upon to support a child in the event that physical intervention is deemed necessary. At CKIS we believe that it is most appropriate for two members of staff (if possible) to be present to support the child in this situation.

- Any force used should be appropriate to the particular incident and should be the minimum force needed to control and calm the situation.
- Before force is used the member of staff should tell the pupil what they need to do in order to keep themselves safe. If they do not follow these instructions, the member of staff will warn the child of the actions they will take to keep them safe (talking to and reassuring them at all times, as appropriate).

All safeguarding policies must be used in partnership with the Safeguarding and Child Protection Policy Procedures

- A calm measured approach is needed and there should never be the appearance of loss of temper or of acting out of anger or frustration, or to punish the pupil. The staff member should always approach the situation calmly, ensuring that they give themselves and others time to think about the most appropriate cause of action. We do however recognise that there will be times when immediate action is necessary to protect the child or other children from immediate danger (ie if a child were to run towards the road).

### **c. How to intervene physically:**

Staff should not act in any way that might cause injury, for example by:

- holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe;
- slapping, punching or kicking a pupil;
- twisting or forcing limbs against a joint;
- tripping up a pupil;
- holding or pulling a pupil by the hair or ear;
- holding a pupil down on the ground.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

Suitable means of physical intervention could include:

- interposing between children or blocking a child's path;
- touching, holding or leading a child by the arm;

## **4. Recording of Incidents:**

In the event of a serious instance of physical intervention being used, the incident must be reported to the Head teacher, followed by a written record on the school online reporting system (CPOMs) with the detailed record of incident form attached (see Appendix 1).

Parents should also be notified and will be asked to sign the record of the incident.

The Head teacher will document such incidents to Governors within the Head Teacher reports shared during full governing body meetings.

In the event of a formal parental complaint, the incident should be referred to the Head teacher, or if the complaint is regarding the Head teacher to the Chair of Governors



## Charlton Kings Infants' School

### Physical Intervention Policy

#### Appendix 1 Detailed record of incident

Name:	Date:	Time:
Antecedents (Before)	Behaviour (During)	Consequences (After)
<i>Context for the behaviour:            Who was the pupil working with?            What were the adults doing/saying?            What was the task?            What resources were/were not available?            What time of day/week was it?</i>	<i>Reactionary stage:            What exactly was the pupil doing that is causing concern?</i>	<i>Follow up:            What did you do or say?            What did the pupil do or say?            What did the other pupils do or say?            What did the other adults do or say?            How do you think the pupil may be feeling?            What do you think the pupil may get from behaving in this way?            What do you think other pupils might get from the pupil behaving in this way?            What happened next?</i>

Signed by school representative: ..... Date:.....

Signed by parent/carer: ..... Date:.....

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## Appendix 1:

### TEAM – TEACH trained staff:

<b>Name:</b>	<b>Role:</b>	<b>Date of training:</b>
Katie James	Head Teacher	06.12.18
Poonam Manocha	KDG Teaching Partner	06.12.18
Neil Owens	Assistant Headteacher	February 2020