



Knowsley Central School

Physical Intervention Policy

Date	Review Date	Coordinator	Nominated Governor
<i>Sept 17</i>	<i>Sept 18</i>	<i>Paul Lambert Lead Daryl McConnell</i>	Personal Development, Behaviour and Welfare Committee

Introduction

This document is a statement of the aims, principles and strategies used in positive handling process at Knowsley Central School and makes reference to the DfE 2012 guidance document on the use of reasonable force. We acknowledge that Section 93 of the Education and Inspections Act 2006 allows school personnel to use reasonable force to restrain a pupil from doing, or continuing to do, any of the following:

- committing any 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 or among any pupils receiving education at the school, whether during a teaching session or otherwise

(Department for Children, Schools and Families – The Use of Force to Control or Restrain Pupils)

We understand that there is no legal definition when reasonable force can be used. 'That will always depend on the precise circumstances of individual circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour'.

The DfE guidance on the Use of Reasonable Force outlines the following:

What is reasonable force?

Who can use reasonable force?

When can reasonable force be used?

The guidance clearly states:

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 from 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 a physical outburst

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Schools cannot:

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

Refer to (Department for Children, Schools and Families – The Use of reasonable force to control or restrain pupils 2012) for further guidance. We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Aims

- To make school personnel aware that they can use reasonable force to restrain a pupil only in extreme circumstances.
- To make school personnel that the use of positive handling/use of reasonable force is only one of the strategies available to secure pupil safety/well-being and also maintain good order and discipline
- To ensure that school personnel uses this policy as only part of our overall pastoral care procedures and is closely related our policies on Behaviour Management Policy and the school Child Protection Policy

Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Head teacher to ensure all school personnel are aware that they can use reasonable force to control or restrain pupils in certain circumstances; delegated powers and responsibilities to the Head teacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- delegates powers to the head teacher to ensure that all staff, and the governing body is aware of the DfE 'Use of reasonable force' guidance document
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Head teacher/ Deputy head teacher

The Head teacher/Associate head teacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Head teacher/Associate head teacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

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Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- take part in training in positive handling techniques
- be aware of their responsibility in assessing risks in particular circumstances;
- make judgments' when the use of force is necessary and how much force is to be used;
- report to the Head teacher/Associate head teacher all incidents of restraint and record all incidents on the appropriate report form
- Read and comply with the DfE 2012 document 'Use of reasonable force' Advise for head teachers, staff and governing bodies

Role of Pupils

- Pupils will be aware of and comply with this policy

Role of Parents/Carers

- Parents/carers will be made aware of and comply with this policy

Minimising the need to use force

We have the following in place in order to reduce the likelihood of any member of staff using force:

- A calm, orderly and supportive school climate.
- A clear Behaviour Management Policy with Teaching and Management Guidance
- Strong and effective relationships between pupils and staff.
- Pupils at risk identified through a Personalised Support Plan in partnership with parent/carer
- A whole school approach to developing social and emotional skills by using the SEAL programme (Social and Emotional Aspects of Learning) and the development of Restorative Practice
- An effective staff development programme that develops the skills of positive behaviour management.
- Identifying when an incident is going to happen.
- Using effective strategies to manage all incidents that occur.
- Informing a disruptive pupil that force may be used before using it.

School Personnel authorised to use force

All school personnel whose job involves supervising pupils may use force to restrain a pupil but only in extreme circumstances. For example to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself/herself); or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.
- All staff will receive periodic training in pupil restraint.

Deciding whether to use force

We believe that the use of force and what force to use must always depend on the circumstances of each incident. We acknowledge that when faced with an incident there is very little time for school personnel to think before making a quick but effective decision.

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However, school personnel must be aware of and consider the following:

- Assessing the seriousness of the incident that if force is not used then it could result in injury, damage or disorder.
- After considering alternatives for dealing with the situation, force is the only justifiable way of achieving a positive result.
- Assessing the number of risks connected with using force compared with using other strategies.

Types of Incidents

School personnel will have to make decisions when dealing with any of the following incidents:

- **Fighting** - pupils fighting.
- **Attack** - a pupil attacks an adult or another pupil.
- **Damage to property** – a pupil deliberately damages property or is about to.
- **Injury or damage** – a pupil causes or is about to cause injury or damage to themselves or others.
- **Absconding** – when a pupil tries to leave school which could put his/her own safety at risk, the safety of others or the damage to property.
- **Defying an instruction** – when a pupil persistently refuses to leave a classroom.
- **Disruption of lessons** – when a pupil's behaviour seriously disrupts a lesson.
- **Disrupting a school event** – when a pupil's behaviour seriously disrupts a school event.

Using Force

When faced with an incident and before force is used, school personnel must

- act in a calm and measured manner;
- show no anger or frustration;
- tell the pupil to stop misbehaving or restraint will be used but will stop when the pupil behaves

School personnel may use the following types of force:

- **passive physical contact** by standing between pupils or by blocking a pupil's path;
- **active physical contact** by using restrictive holds, leading a pupil by the arm or hand or ushering a pupil away by placing a hand in the centre of the back.

School personnel must make every effort not to harm a pupil or restrain a pupil that could be interpreted as sexually inappropriate conduct.

Risk Assessments

Risk assessments are in place for:

- a variety of potential incidents
- individual pupils
- We have two stages of risk assessment for pupils

Stage 1 particularly concentrates on low risk with an emphasis on drawing up an action plan to support the pupil and parent/carer. We pay particular attention to responsive strategies. We use a range of approaches (including humour, distraction, relocation and offering choices) as direct alternatives to using restrictive physical intervention.

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Stage 2 risk assessment maybe used for minority cases were pupils may present as high risk. The assessment focuses on analysis of behaviours. Planning to support the pupil and parent to draw up an action plan and pupil contract. We use a guide to ensure preventative measures and proactive measures are implemented to support each pupil to avoid serious inconsequential behaviours.

We record the outcome from these planning meetings and seek parental signature to confirm their knowledge of our planned approach. We review these plans at least once every 4 to 6 months, or more frequently if there are any concerns about the nature of frequency of the use of restrictive physical intervention or where there are any major changes to the child's circumstances.

School Personnel Training

School personnel are trained in the techniques of positive handling and the use of restraint when they join the school and this training will be repeated every three years.

Recording Incidents

Records will be kept of all incidents on the appropriate incident record sheet. As well as on the school Behavioural monitoring system Sleuth.

Reporting Incidents

All incidents will be reported on the day to the behavioural lead teacher who will ensure parents are informed by telephone of the incident.

Post-incident Support

After an incident has occurred the following procedure will take place:

- First aid if necessary
- Medical help if necessary
- Emotional support to pupils and school personnel.
- Resolution meeting between pupil and staff members involved in hold to discuss feelings if appropriate.
- Discussions with parents

Monitoring

We monitor the use of restrictive physical intervention in our school through a behavioural monitoring system called sleuth. This will provide the Behavioural lead teacher (Team Teach qualified trainer) with daily, weekly, monthly and termly reports they along with the head teacher will be responsible for quality assurance and reviewing the records on all incidents, allowing identification and appropriate actions to be taken quickly. This information will be shared with Governors.

Complaints and Allegations

All complaints will be dealt with by using the procedures as stated in the school Complaints Policy

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel

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- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Head teacher reports to the Governing Body
- information displays in the main school entrance

Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Head teacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

Head Teacher	Daryl McConnell		Date	September 17
Chair of Governing Body	Karen Little		Date	September 17