



*We aim to be the school of choice at the heart of our community.  
Through living our Christian values, all children and adults at WCEJS have the opportunity to flourish as individuals.  
We nurture the curiosity to learn, the courage to lead and the compassion to care.*

## Physical Intervention Policy

### 1. Introduction

- 1.1 All pupils at Wendover are expected to work with each other and staff in a cooperative and respectful manner. Pupils are expected to follow simple instructions from staff in a timely manner so that the school is able to operate effectively and safely.
- 1.2 In rare cases, there may be a need for a member of staff to physically intervene to ensure the safety of a pupil(s), member of staff and / or equipment, or to ensure that the learning of pupils is not severely disrupted.

### 2. Objectives

- 2.1 Provide a clear policy and procedure relating to physical intervention.
- 2.2 Ensure that the need for physical intervention remains low within the school through the promotion of the school values and by employing the school behaviour policy effectively.

### 3. Use of Reasonable Force in Schools

- 3.1 The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 3.2 Force is usually used either to control or restrain, eg guiding a pupil by the shoulder through to restraining a pupil to prevent injury to themselves or others or leaving the school grounds/building. It may also be used to remove a disruptive child from the classroom. Physical intervention will never be used as a punishment.
- 3.3 Physical intervention will usually be the last resort; good use will be made of the processes in the behaviour policy, restorative meetings and our positive relationships with pupils.
- 3.4 The decision to physically intervene is down to the professional judgement of the staff member concerned and will normally be from trained staff (the school has a number of appropriately trained staff in order that safe methods are employed to reduce the likelihood of injury to pupil or adult).
- 3.5 When intervening, only the minimum amount of force should be used. Staff should:
  - Tell the pupil what behaviour is expected of them
  - Seek assistance from another adult (preferably an appropriately trained adult)
  - Tell the pupil that you will have to physically intervene
  - Talk to the pupil about what is happening and reassure them – encourage them to make the right decision
  - Seek to use physical intervention for the minimum amount of time necessary
  - Use additional adults appropriately to reduce the risk of injury to the pupil or staff member

### 4. Identified Pupils

- 4.1 Pupils that may require the use of physical intervention as part of our ongoing behaviour management in school will be identified.
- 4.2 A risk assessment will be completed for identified pupils and parents will be consulted as part of this process.

### 5. Recording Incidents & Further Actions

- 5.1 All incidents requiring physical intervention will be reported to the Headteacher (in the absence of the Headteacher the incident will be reported to the DSL). A meeting will take place with staff and the pupil to identify reasons for the behaviour that resulted in intervention.
- 5.2 Parents of pupils concerned will be informed and a review of risk will be completed with them. Further action may be taken under the school's behaviour policy.
- 5.3 External agencies will be informed as appropriate.
- 5.4 A restorative meeting will take place after the event to restore relationships.

### 6. Complaints and Allegations

- 6.1 Any complaint or allegation of misconduct made against a member of staff arising from an incident should be put in writing to the Headteacher using the school's complaints procedure.
- 6.2 When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably. Suspension is not an automatic response when a member of staff has been accused of using excessive force.

### 7. Roles and Responsibilities

- 7.1 Governing Body: monitor and review the use of physical intervention through safeguarding visits and report to governors
- 7.2 Headteacher: Review incidents of physical intervention; ensure staff are trained appropriately; ensure that risk assessments are in place for identified pupils and that parents are informed about provision & incidents.
- 7.3 Staff: Ensure that policy is followed and correct methods are employed to reduce the likelihood of injury; report incidents to the DSL and report accordingly.

Date of next review: as required

# Wendover CE Junior School

## Appendix 1: Statement about Team teach/restraint.

Please see the Behaviour Policy and the Physical Intervention Policy for further background

The following staff have received training in physical intervention.

- Dom Blaker
- Jenny Bartlett
- Karen Smith
- Gareth Kynaston

Some general points to bear in mind:

1. Types of restraint that might be used:
  - a. A caring seize, used to steer a child gently away from/towards something
  - b. A cupped elbow hold, used to steer a child gently
  - c. A tucked arm seize, used to steer a child more firmly away.
  - d. A T-wrap, used to keep a child safe until they are back in control of their own behaviour and not likely to hurt themselves or others.
2. Any use of restraint should be reported to the Headteacher or DSL who will record it in the official Bound and Numbered book, which is kept with the safeguarding records in the SLT office.
3. If a child is not currently on a behaviour plan where physical intervention is specified, any type of physical intervention should be reported and recorded. This would include a caring seize or elbow cup hold, perhaps used to steer a child away from a situation.
4. Every restraint needs a debrief for the staff and children concerned.
  - a. Staff involved in the main part of the incident should be given time to reflect on the incident in a calm atmosphere, e.g. have a drink in the staffroom. They may also like to discuss the incident with a senior member of staff. All staff should have the opportunity to make suggestions for improving Behaviour Management Plans.
  - b. The child should be given the opportunity to debrief each and **every** incident. This will, over time, increase their emotional awareness and lead to them being more able to identify causes of anxiety **before** there is an incident, therefore enabling them to choose a calming strategy or enabling us to remove the anxiety for them.
5. When writing a behaviour plan for a child, it is often best to write it in a group and include as many people as possible who have worked with that child. You should specify what type of restraint we are likely to use.
6. You should only ever restrain a child for their own safety. It is all about **that** child. Remember that "he was upsetting the other 29 children" is not a valid reason.
7. It is very rare that we would have to physically intervene. Use every resource available to calm the situation before you intervene or call for help.

## Related Policies / Documents:

DfE "Use of Reasonable Force" July 2011

<http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force---advice-forschool-leaders-staff-and-governing-bodies>

School Complaints Procedure

Behaviour Management Policy

Anti-Bullying Policy