



## FOUNDRY COLLEGE

## PHYSICAL INTERVENTION

### Document Control Information

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6	10/06/2020	Appendix 1 – Response to Covid-19
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8	24/01/2023	Written in line with Therapeutic Thinking
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Committee	Resources
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## 1. ETHOS

Foundry College is a Therapeutic Thinking setting where pupils' social, emotional and mental health needs are at the core of everything we do. Our approach to supporting behaviour prioritises the pro-social feelings of everyone within our setting.

## 2. EXPECTATIONS

- The College will provide a safe, positive environment.
- The staff will be aware of the individual needs of each pupil.
- Pupils are supported in developing and managing their own emotional self-regulation.
- Where absolutely necessary, pupils have a positive handling plan.
- If a pupil is displaying dangerous detrimental behaviour, the aim is to de-escalate the situation and maintain the safety of all the staff and pupils.
- Physical intervention support will only be used as a last resort.
- Parents/carers, pupils and staff will be familiarised with the situations where physical intervention support might be necessary.
- All staff members will be required to undertake Team-Teach training with the emphasis on de-escalation.
- Until staff have been Team Teach trained, they MUST NOT use physical restraint techniques, but may use basic intervention techniques – i.e., a guide away.
- All incidents will be recorded and logged in the Bound and Numbered Book.
- Pupils will be given the opportunity to reflect on the incident either immediately afterwards or the following day. This will be recorded in the Bound and Numbered book.
- Following any incident resulting in physical intervention support a reflective meeting will be held with Staff with a focus on what can we do differently to prevent a recurrence and update any necessary paperwork i.e., Risk Assessment, Positive Handling Plan
- Parents/carers will be informed in the event of any physical intervention support.

Central to this policy is the understanding that any physical Intervention support used by staff must only ever be used as a very last resort once all other strategies have been exhausted and in accordance with the idea of "reasonable force". This policy document has been developed in line with 'Use of Reasonable Force in School 2013' and the Relationships Policy.

## 3 SEN and DISABILITIES

Staff will work with parents to plan positive behaviour support to reflect the individual needs of the pupil with SEN or disabilities or with medical conditions. They will consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

## 4 DEFINING PHYSICAL INTERVENTION

Any form of physical contact with the intention of containing the behaviour of a pupil. Physical intervention support includes a range of actions from an arm around a shoulder to a restraint.

Physical intervention support should only be used as a very last resort when there is a situation that involves:

- risk of serious harm to the pupil or other persons present
- serious damage to property is likely to occur

The decision on whether or not to use reasonable force is down to the dynamic risk assessment of the staff concerned and should always take in to account the individual circumstances. Physical intervention support is an act of care, not a punishment or form of discipline, to protect a pupil from harming themselves or others or seriously damaging property. It must be emphasised that physical intervention support must always be the very last resort.

The principles relating to the use of physical intervention support may be summarised as below:

- i) staff should dynamically risk assess that immediate action is necessary to prevent a pupil from significantly injuring themselves or others, or causing serious damage to property
- ii) staff should take steps in advance to avoid the need for physical intervention support e.g., through dialogue, distraction and diversion and the pupil should be warned verbally that physical intervention support would be used unless they are able to independently modify their behaviour
- iii) Use, whenever possible, a member of staff who has an established relationship with the pupil so they can explain what they are doing and why
- iv) a pupil may be successfully diverted from detrimental behaviour by being led away by a hand, elbow or shoulder prompt
- v) only the minimum force necessary to prevent injury or damage should be applied
- vi) every effort should be made to secure the presence of other staff before using physical intervention support; these staff can act as assistants and critical friends
- vii) as soon as is safe the physical intervention support should be gradually relaxed to allow the pupil to regain self-regulation
- viii) physical restraint must be an act of care; not a punishment
- ix) physical restraint will not be used to force compliance with staff instructions when there is no immediate risk to people or property
- x) it is important that the issues of age, gender, size, personal history and background and the relationship between the pupil and the staff involved are considered wherever possible
- xi) there must be care about the way in which a pupil is held to avoid any contact with intimate parts of the body
- xii) when physical intervention support is being used a staff member of the same gender should be present wherever possible
- xiii) if staff are not confident about their ability to contain a particular situation or type of behaviour, consideration should be given to involving the police

## 5 PHYSICAL CONTACT

- Staff should always maintain appropriate relationships with pupils.
- Physical contact can describe a range of behaviours including appropriate demonstrations of affection; staff should not be deterred from consoling and comforting a pupil in distress.
- Staff need to be aware of personal boundaries for themselves and the pupils.

## 6 ALTERNATIVES TO PHYSICAL INTERVENTION

To reduce risk, staff should take effective action prior to or in place of physical intervention support. They can:

- Intervene early
- Display a calm stance and body language
- Clear communication i.e., “Talk and I’ll listen”
- Inform pupil of expected valued behaviour
- Use appropriate humour
- Reduce language, offer reassurance (Including positive physical prompts if appropriate)
- Divert and distract by changing activity or topic
- Offer alternatives and choices
- Change of face
- Change of environment
- Make the environment safer
- Give a ‘get out’ with dignity

## **7 RECORDING AND REPORTING OF INCIDENTS**

- Staff must record all incidents of physical intervention support. These forms and records are held centrally and signed by staff and the Deputy Headteacher, Nicky Rees. This must be completed within 24 hours of the event and forwarded to the Deputy Head Teacher, Nicky Rees.
- Significant incidents must be recorded and reported in line with Council and local procedures.
- All physical intervention supports will be reported to parents / carers on the day of occurrence.

## **8 MONITORING**

- Staff should be clear about the expectations for informing management, parents and reporting and recording incidents.
- The records will be checked monthly to ensure that they comply with policy and procedures and to monitor trends and practices.
- There will be an annual review of practices and staff training needs.
- A list of all staff authorised to use physical restraint, including their training expiry date, will be maintained.
- All cases of physical intervention support should be reported recorded and evaluated.
- All young people involved in a physical intervention support should have access to a debrief session, (a discussion about strategies that the pupil could use in the future) and a complaints procedure.