



FROEBEL HOUSE SCHOOL PHYSICAL INTERVENTION POLICY

At Froebel House School we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

1. Aims:

This policy has been written to support all teaching and support staff who come into contact with pupils who may need physical intervention. Staff at Froebel House School recognise that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety/well-being and also to maintain good order and discipline. Froebel House School follows the non-statutory guidance; Use of reasonable force; Advice for Headteachers, staff and governing bodies July 2013.

2. Minimising the need to use force:

As a school, we are committed to creating a calm and safe environment that minimises the risk of incidents arising that might require the use of reasonable force.

Froebel House School will:

- Create and maintain a calm, orderly and supportive school environment that minimises the risk of incidents that might require force arising
- Develop effective relationships between staff and pupils
- Teach pupils how to manage conflict and strong feelings
- De-escalate incidents if they do arise
- Only use force when the risks involved in doing so are outweighed by the risk involved in not using force

3. Staff authorised to use force:

All members of school staff have a legal power to use reasonable force.

- This power applies to any member of staff at the school.
- It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. (Section 93, Education and Inspections Act 2006)

The Headteacher will make every effort to ensure that staff at Froebel House School have a clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary.

4. Deciding to use force:

Staff should only use force when:

- The potential consequence of not intervening are sufficiently serious to justify considering the use of force
- The risk associated with not using force outweigh those of using force
- The chance of achieving the desired result by other means is low

All staff will be kept informed and advised how to deal with particular pupils who present particular risk to themselves or others. If it is deemed there is a likelihood that force will need to be used a positive handling plan (PHP) will be created for the individual pupil. Reasonable adjustments will be made for children with special educational needs and disabilities (SEND). PHPs will be reviewed following any use of physical intervention and necessary alternations made, if required.

5. Using force:

There is no legal definition of when it is reasonable to use force and each case must be judged on its circumstance. However, when managing situations involving pupils with SEN and disabilities or medical conditions, the staff must recognise these additional vulnerabilities and consider carefully any associated risks when using reasonable force.

The force used needs to be in proportion to the consequence it is intending to prevent. The degree of force used should be the minimum needed to achieve the desired result.

Staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring a pupil.

Force should not be used to prevent trivial misbehaviour.

Before using force, staff should:

- Tell the pupil to stop misbehaving
- Communicate in a calm and measured manner
- Never act out of anger or frustration or to punish a pupil
- Make it clear to the pupil that physical contact or restraint will stop as soon as it ceases to be necessary.

The type of force used could be:

- standing between pupils or blocking a pupil's path
- leading a pupil by the hand or arm
- ushering a pupil away by placing a hand on the centre of the back
- using appropriate restrictive holds, which may require specific expertise or training

Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

Staff are advised that, as far as possible, they should not use force unless or until another responsible adult is present to support, observe or call for assistance.

6. Reason for using force:

- restrain a pupil at risk of harming themselves through physical outbursts.
- remove disruptive children from the classroom where they have refused to follow and 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.
- A pupil behaving in a way which places other pupil at risk eg pushing, tripping, rough play, running in corridors;

7. Advice for staff:

At all times try to manage your own emotions – maybe take a deep breath – and do not become involved in a ‘conflict spiral’. Situations are rarely personal.

Name the inappropriate behaviour; express clearly the desired behaviour, calmly confidently, assertively.

Use ‘language of choice’ – put the responsibility, ownership of behaviour with the child.

8. Recording incidents:

All incident of physical intervention **must** be recorded as soon as practicably possible after an incident. The record must be passed to the Headteacher, once completed.

9. Reporting incidents:

After any incident in which force has been used parents should be informed as soon as possible and recorded.

10. Complaints or allegations:

Complaints will be dealt with under the school’s complaints procedures however, if an allegation of abuse is made against a member of staff, the school will follow the procedures outlined in the child protection policy, and advice sought from the Local Authority Designated Officer, as per Keeping Children Safe in Education – Part 4.

11. Physical Contact with pupils in other circumstance:

There may be occasions when physical contact with a pupil may be proper or necessary e.g., sports coaching or giving first aid. Touching may also be appropriate where a pupil is being congratulated or praised, or where a pupil is in distress and needs comforting. Teachers must use their own professional judgement when they feel a pupil needs this kind of support. For some pupils touching is particularly unwelcome. Staff must bear in mind that even innocent and well-intentional physical contact can sometimes be misconstrued.

12. Powers to search pupils without consent:

In addition to general power to use reasonable force, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following ‘prohibited items’

- knives or weapons
- alcohol
- tobacco and cigarette papers
- fireworks
- illegal drugs
- stolen items
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil)
- Principal and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

School staff can confiscate any prohibited items found as a result of a search.

The Headteacher must ensure the person carrying out the search is of the same sex as the pupil, and the search must be carried out in the presence of another adult also of the same sex as the pupil. Pupils cannot be required to remove any clothing other than outer garments. If pupil's possessions are searched this must also be done in the presence of another adult. The person carrying out the search is able to use such force as is reasonable in the circumstance for exercising that power. Furthermore, the Education Act 2011 allows staff to lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,

- commit an offence,
- cause personal injury, or
- damage property.

Appendix 1:

NON-PHYSICAL CRISES INTERVENTION TECHNIQUES

Do	Don't
<ul style="list-style-type: none"> ◆ Appear calm and relaxed 	<ul style="list-style-type: none"> ◆ Appear afraid and unsure of yourself, ◆ Bossy or arrogant ◆ Assume an “I don't give a damn about you” attitude
<ul style="list-style-type: none"> ◆ Keep the pitch and volume of your voice down 	<ul style="list-style-type: none"> ◆ Raise your voice
<ul style="list-style-type: none"> ◆ Feel comfortable with the fact you are in control ◆ Project a calm assured feeling that you will see the situation through to a peaceful end no matter what happens 	<ul style="list-style-type: none"> ◆ Appear to expect an attack
<ul style="list-style-type: none"> ◆ Talk with the pupil 	<ul style="list-style-type: none"> ◆ Give demands ◆ Make demands
<ul style="list-style-type: none"> ◆ Be matter of fact if the pupil becomes agitated ◆ Be sensitive and flexible ◆ Be flexible but consistent ◆ Be aware of body language 	<ul style="list-style-type: none"> ◆ Make threats ◆ Maintain continuous eye contact ◆ Gesticulate
<ul style="list-style-type: none"> ◆ Stay close to the pupil and attend to them 	<ul style="list-style-type: none"> ◆ Turn your back or leave ◆ Invade their personal space
<ul style="list-style-type: none"> ◆ Be patient 	<ul style="list-style-type: none"> ◆ Display emotion ◆ Argue
<ul style="list-style-type: none"> ◆ Acknowledge their feelings 	<ul style="list-style-type: none"> ◆ Corner the pupil physically or psychologically

<ul style="list-style-type: none"> ◆ Leave the pupil an avenue of escape 	
<ul style="list-style-type: none"> ◆ Where possible, remain seated as long as the pupil does; ◆ Avoid crowding 	<ul style="list-style-type: none"> ◆ Get up and move towards the pupil

Appendix 2:

USE OF FORCE TO CONTROL OR RESTRAIN PUPILS
INCIDENT RECORD

Staff member(s) involved in the incident:

<u>Details of the pupil or pupils on whom force was used by a member of staff:</u>	
Name:	Year Group:
Date of the incident:	Time of the incident:
Location:	
<u>Details of witnesses:</u>	
Name:	(Staff / pupil)
Name:	(Staff / pupil)
<u>Reason for intervention. Please indicate:</u>	
Immediate danger or injury to self	Avoid damage to property
Verbal threats	Immediate danger or injury to others
Fighting	Assault in peer
Assault on staff	Disruption of other students
<u>Detail any de-escalation techniques used:</u>	
Verbal advice & support	Calm talking
Reassurance	Removal from the area
Non-threatening body language	Humour
Step away	Distraction
<u>Description of the incident:</u>	

Report compiled by: the Head:	Report countersigned by
Name:	Name:
Signature:	Signature:
Date:	Date:
Time:	Time:

IMPORTANT: - THIS FORM MUST BE COMPLETED THE SAME DAY

Internal Policies:

This policy should be read in conjunction with the following policies:-

- Anti-Bullying
- Behaviour
- Child Protection & Safeguarding
- Complaints
- First Aid
- Health & Safety
- Intimate care
- Special Educational Needs & Disability
- Supporting Children with Medical Needs

National Guidance:

The following national guidance should also be referred to:

- DfE: Behaviour & Discipline in Schools. Advice for headteachers and school staff – January 2016
- DfE: Use of reasonable force. Advice for headteachers, staff and governing bodies – July 2013
- DfE: Screening, Searching & Confiscation Advice for headteachers, staff and governing bodies – January 2017
- DfE: Supporting pupils at school with medical conditions. Statutory guidance – December 2015
- Guidance for safer working practice for those working with children & young people in education settings – October 2015

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