

Ashton West End Primary Academy

Positive Handling and Physical Intervention Policy



Approved by: The Full Governing body

Date: 9th February 2022

Next review due by: February 2024

Introduction

At Ashton West End Primary Academy, we aim to provide a safe, caring and friendly environment for our students to allow them to learn effectively, improve their life chances and help them to maximise their potential. Ensuring the safety of our students and staff is taken very seriously. We believe that all students and staff have the right to feel safe whilst at school or on school run activities. It is understood that in exceptional circumstances, staff may need to act in situations where the use of reasonable, proportionate, and necessary force may be required.

Aims

Ashton West End Primary Academy acknowledges that physical techniques are only a small part of a whole school approach to behaviour management. This policy should be read in conjunction with the behaviour and safeguarding policies. The Governing Body and staff of this school recognise the implications for all concerned when the use of physical intervention becomes necessary. The aim of this policy and guidance is to ensure that everyone at our school has a positive and safe way to respond to the use of physical intervention.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

This policy complies with our funding agreement and articles of association

Physical intervention

Acceptable forms of physical intervention in school "Physical intervention" (PI) is the term used to describe contact between staff and pupils where no force is involved. There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention (PI) with children; however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs. There are occasions when staff may have cause to have physical intervention (PI) with pupils:

- To comfort a pupil in distress (so long as this is appropriate to their age)
- To gently direct a pupil
- To support physical management e.g. positioning in to standers or pieces of equipment as part of therapy programmes
- For curricular reasons (for example in PE, Drama, etc)
- First aid and medical treatment
- In an emergency to avert danger to the pupil or pupils
- In rare circumstances, when Restrictive Physical Intervention is warranted

Staff should listen, observe and take note of the child's reaction or feelings and, so far as is possible, use a level of contact and/or form of communication which is acceptable to the pupil. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil, in one set of circumstances, may be inappropriate in another, or with a different child. In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- The pupil's age and level of understanding
- The pupil's individual characteristics and history
- The duration of contact
- The location where the contact takes place (it should not take place in private without others present)

Physical Interventions in EYFS

Part of our roles as Early Years practitioners is to keep children in our care safe. If a child is behaving in a way that could cause them to hurt themselves, or someone else, we must try and prevent this from happening. The statutory Framework for the Early Years Foundation Stage (EYFS) sets out the specific legal requirements in relation to EYFS and provides the following guidance:

'Physical Intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances.'

Examples of what this behaviour might look like

The following examples are not exhaustive and are intended as a guide.

Examples include:

A child attacks a member of staff or another child

Children are fighting, causing risk or injury to themselves or others

A child is committing, or on the verge of committing, deliberate damage to property

A child is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects

A child absconds from or tries to leave the setting, other than at an authorised time, and you believe that this may result in injury, damage or disorder

A child is behaving in a way that seriously disrupts a session

Physical intervention is always used as a last resort, and reduced at the earliest possible time. If appropriate other strategies must be used first. When all other strategies have been exhausted, it may become necessary to physically intervene for several reasons. These include the child placing themselves in danger, hurting themselves or someone else, causing serious damage to property, or trying to run away. Positive strategies to prevent unwanted behaviour that may require physical interventions. The most effective way to prevent the need for physical interventions is to create a supportive environment, where relationships are positive, and expectations of behaviour are clear. Examples are below;

Creating a calm and supportive environment that minimises the risk of incidents arising that might require using force.

Developing positive relationships between children, staff and parents Ensuring that staff have appropriate expectations of behaviour, and that these are conveyed to children and parents

Taking a structured approach to professional development that helps staff to acquire the skills of positive behaviour management

De-escalating incidents as they arise

Recognising that situations which trigger challenging behaviours are often foreseeable

Completing risk assessments and positive handling plan for individual children, where appropriate.

Physical intervention should be used when there is no other way to keep children safe. It should be a supportive act of care. Where possible staff will receive training to support them with making good judgements for physical interventions. There is a statutory power that applies to all members of staff, or to any other person whom the manager has authorised to have control or charge of children. It does not matter if staff have not received any formal training in physical intervention. If necessary they are permitted to use reasonable force to manage a difficult situation. When using physical intervention practitioners should:

Aim for side by side contact between themselves and the child

Leave no gap between the adult and the child's body

Avoid holding the child at joints to avoid pain and damage

Avoid lifting the child

Not restrict the child's ability to breathe

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in the Behaviour Policy.

Monitoring arrangements

This behaviour policy will be reviewed by the Principal and full governing board at least every two years. At each review, the policy will be approved by the Principal.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding policy
- Online Safety Policy
- Pastoral Care Policy