



BREWSTER AVENUE INFANT AND NURSERY SCHOOL

PHYSICAL HANDLING POLICY

This policy was ratified by the Full Governing Body on 31st October 2019

Date for review (this policy will be reviewed annually): Autumn 2020

1. PHYSICAL HANDLING POLICY

1.1 The Behaviour Policy outlines how staff at Brewster Avenue Infant and Nursery School create and maintain good order and relationships through positive approaches. These approaches are successful for the vast majority of the time. This policy on the use of restrictive physical interventions supplements the main behaviour policy. Both should be read in conjunction with the school SEND policy, the Health & Safety policy, and the Safeguarding policy.

2. Purpose of this policy

2.1 This policy aims to give all members of the school community clear guidance so that any restrictive physical intervention that they undertake is carried out in a way that supports the values and principles described above. In particular, it aims to describe the circumstances in which physical intervention is an appropriate response and how staff at the school will fulfil their responsibilities in those circumstances.

2.2 The Headteacher will be responsible for ensuring that staff, Governors and parents are aware of the policy. He / She will ensure that any necessary training/awareness-raising takes place so that staff know their responsibilities.

3. Physical touch

3.1 The staff at Brewster Avenue Infant School believe that physical touch is an essential part of human relationships. In our school adults may well use touch to prompt, to give reassurance or to provide support for learning for example in PE.

3.2 To use touch/physical support successfully, staff will adhere to the following principles. It must:

- be non-abusive, with no intention to cause pain or injury;
- be in the best interests of the child and others;
- have a clear educational purpose (e.g. to access the curriculum or to improve social relationships); and
- take account of gender issues.

3.3 Staff need to be aware of sensitivities associated with any form of physical contact with children. More guidance and advice on physical contact other than the exercise of the power to use force is provided by the Education and Inspections Act 2006.

4. What do we mean by “Physical Intervention”?

Definition	Example
Non-restrictive physical interventions. (As already stated touch / physical contact is a small but important and natural part of teacher-pupil relationships in our school).	Either where the child’s movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish. For example escorts and guides
Restrictive physical interventions	Prevent, impede or restrict movement or mobility. For example: single elbow hold, wrap

Emergency / unplanned interventions	Occur in response to unforeseen events
Planned interventions	In which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment and recorded in an individual plan for the management of a pupil

5. [Legal Context](#)

5.1 Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- a) Committing any offence (or for a student under the age of criminal responsibility, what would be an offence for an older pupil);
- b) Causing personal injury to, or damage to the property of, any person (including the student himself); or
- c) 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.

5.2 The Health and Safety Act 1974 makes clear that school staff must risk assess situations – both in immediate circumstances and with foresight to ensure health and safety. By assessing with foresight the frequency, likelihood and severity of a hazard, the school will formulate an Individual Behaviour Plan whenever a pupil is likely to require physical intervention to keep them or others safe when in the care of the school. As school staff must adhere to the legal requirement to ensure good health and safety at all times, parental consent is not required to employ physical intervention.

5.3 The Human Rights Act 1998 makes clear that pupils must not be degraded or humiliated by school staff actions. Pupils must be emotionally safe and staff's professional behaviour must reflect these sentiments. Pupils have the right to move freely, therefore school staff may only physically restrict a pupil's movement if they have reasonable belief that the pupil is going to harm their self or others.

5.4 The Children Act 1989 (revised 2004) ensures pupils are protected proportionately from physical and emotional harm. The school accepts that the lower a pupil's cognition or understanding (for example due to age or Special Educational Need), the greater the duty of care. Further, the school fully understands the expectations that personalised approaches to better meet the needs of pupils with SEND will be employed under the Children & Families Act 2004.

5.5 The school recognises its heightened duty of care to, and responsibility to ensure safety and access to education for, Children Looked After in public care under The Local Authority Social Services Act 1970.

6. [Risk assessment](#)

6.1 The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy. It is avoided whenever possible and will not be used for staff convenience or as a punishment.

6.2 Restrictive physical intervention will *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out with the child's best interests at heart. Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation.

6.3 Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

6.4 Supply staff will not be authorised to use restrictive physical interventions. Parents and volunteers in the school are not given authorisation.

7. How staff might intervene

7.1 When a restrictive physical intervention is necessary and justified, staff will use 'reasonable force'. This is the degree of force 'warranted by the situation'. It will 'be proportionate to the circumstances of the incident and the consequences it is intended to prevent'. Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

7.2 During an incident, the member of staff involved will tell the pupil that his or her behaviour may be leading to restraint. This will not be used as a threat or said in a way that could inflame the situation.

7.3 Staff will not act out of anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupil at all times.

8. The place of restrictive physical intervention within broader behavioural planning

8.1 If, through the school's special needs assessment procedures, it is determined that a restrictive physical intervention is likely to be appropriate to help a pupil make progress, a risk assessment will be carried out following the school's guidelines.

8.2 If appropriate, an individual positive handling plan will then be drawn up for that pupil. This plan will aim to reduce the likelihood of the need for restrictive physical intervention as well as describing how such intervention will be carried out. This plan will be discussed with parents/carers.

8.3 Before the risk assessment is implemented, any necessary training or guidance will be provided for the staff involved. The Headteacher will be responsible for establishing staff needs and for organising necessary training.

9. What to do after the use of a restrictive physical intervention

9.1 After the use of an unplanned restrictive physical intervention, the following steps will be taken:

- Details of the incident will be recorded by all adults involved in the Bound and Numbered Book
- Recording will be completed within 12 hours whenever possible. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- Any injuries suffered by those involved will be recorded following normal school procedures.
- The Headteacher will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the Headteacher will follow the school's child protection procedures and also inform parents/carers.
- Parents/carers will be informed on the day of the incident. Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions.

9.2 Arrangements for recording and informing parents in the case of a planned restrictive intervention will be followed as agreed beforehand but broadly will follow the same pattern as above.

9.3 The Senior Leadership Team will use the records kept to analyse patterns of behaviour and so decide whether responses are being effective. The SENDCo will report this information to the SEN Governor at their termly meetings.

10. Complaints procedure

10.1 Any complaint will first be considered in the light of the school's safeguarding procedures. If safeguarding procedures are not appropriate, the school's complaint procedures will be followed.