



Our vision



Waverley School

Physical intervention Policy

Name of School	Waverley School
The original policy	April 2006
Updated	October 2006
Updated	December 2008
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Introduction

What is Challenging Behaviour?

“Behaviours of such intensity, frequency or duration that the physical safety of the person or others, is likely to be placed in jeopardy, or behaviour which is likely to seriously limit or delay access to, and use of, ordinary community facilities”.

Emerson et al 1997

- At Waverley School we recognise that some of our pupils have severe behavioural difficulties and which may require physical intervention as a last measure.
- The law says that it is acceptable to use restrictive physical interventions to prevent significant risk of harm. This includes :
 - Prevent serious injury to themselves or others
 - Prevent significant damage to property
 - Protect people from danger
 - Prevent serious disruption to the efficient education of others

Definitions:

From Department for Education Publication 2002: Guidance on the Use of Restrictive Physical Intervention for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Difficulties and / or Autistic Spectrum Disorders:

- Restrictive physical interventions involve the use of force to control a person's behaviour and can be employed using bodily contact, mechanical devices or changes to the person's environment.

	Bodily contact	Mechanical	Environmental change
Non restrictive	Manual guidance to assist a person walking	Use of a protective helmet to prevent self injury	Removal of the cause of distress, for example, adjusting temperature, light or background noise
Restrictive	Holding a person's hands to prevent them hitting someone	Use of arm cuffs or splints to prevent self injury	Forcible seclusion or the use of locked doors

From Department for Education Publication 2003: Use Reasonable Force; advice for head teachers, staff and governing bodies

- Reasonable force is that which is “Reasonable in the circumstances’ [and] means using no more force than is needed. “

This policy aims to make it clear who is permitted to use physical interventions, including restrictive physical interventions, at the school and when and why they would be expected to do so. It should be read in conjunction with the Behaviour Policy. The school recognises the importance of parental involvement in this as they are the people who know their child best.

Principles

- Staff are committed to supporting pupils’ individual needs through an holistic approach centred on the use of positive behaviour management behaviour strategies. This will be done in full consultation with parents.
- The use of restrictive physical interventions will only be used for pupils who have an IBP that clearly states when and how this would be an appropriate strategy to use, unless in the event of an emergency (see section on unforeseen or emergency situations).
- Restrictive Physical Interventions are only used as a last resort or as part of a planned strategy that has been established in consultation with the Assistant Headteacher, Deputy Headteacher and Headteacher/ Head of School.
- Staff expected to implement such strategies must have had appropriate training first.
- The school endorses methods of restrictive physical interventions taught by “Approach Training Ltd” as safe and supportive techniques appropriate for the needs of pupils such as ours.
- Staff are only permitted to use the techniques taught by ‘Approach’ and listed in an individual’s IBP.
- Consent must first be obtained from the a member of SLT and parents before physical interventions are used, through the IBP process.
- Physical Intervention will only be used when it is in the best interest of the pupil; in ways which maintain the dignity and safety of all concerned;, and when other less intrusive approaches have been tried and been found to be unsuccessful.
- Staff are only allowed to intervene in order to keep the pupil, or others, safe, or to prevent serious damage to property or to prevent serious disruption to the education of others. It is never punitive and will only ever be used in the pupil’s best interests.

Procedures

Individual Behaviour Plans and Risk Assessments

- IBPs identify when an individual’s behaviour makes it necessary to consider the use of restrictive physical interventions.
- Parents will be consulted as part of the IBP process, and informed of the IBP meeting prior to it taking place by the classteacher. After the meeting the new IBP will be discussed with parents and alterations made as required. If it is likely that Restrictive Physical Intervention (in the form of ‘Approach’) may be

required to support a pupil if they are behaving inappropriately then this will be detailed in the IBP.

- Planned use of physical intervention must clearly be in keeping with the pupil's Individual Behaviour Plan.
- Seclusion (where an adult or child is forced to spend time alone against their will) should also be considered a form of physical intervention. As far as possible this should be included in a pupil's IBP.
- Time out (the removal from a rewarding environment as part of a planned behaviour programme) should also be considered as a form of physical intervention. As far as possible this should be included in a pupil's IBP.
- Withdrawal – taking a person away from a difficult situation, possibly using reasonable force but staying with them. As far as possible this should be included in a pupil's IBP.

Reporting and Recording the use of Restrictive Physical Interventions

- Each class keeps copies of the Individual Behaviour Plans relevant to their pupils.
- IBPs are also stored on the staff server, 'Individual Behaviour Plans and BIP' folder
- Each department has a booklet for recording when restrictive physical intervention (in the form of 'Approach') has been used. Some classes also have these booklets.
- The 'Record of Physical Intervention' follows a specific format (appendix 4)
- All incidents requiring the use of physical interventions should be clearly and systematically documented in these booklets and reported to the Headteacher.
- All incidents or accidents occurring as a result of pupil behaviour should be reported on the online accident / incident form.
- The school will keep parents fully informed about their child's behaviour. To deal effectively with challenging behaviour the relationship between home and school must be open and honest.
- Parents will be informed each time a restrictive physical intervention has been used. The classteacher and SLT member will agree who will be contacting the parent and by what means.

The use of Restrictive Physical Interventions in unforeseen and emergency situations

- Waverley School recognises that there will be times when staff may need to use restrictive physical interventions as an emergency response to an unforeseen situation, such as stopping someone from running out in front of a car.
- In situations like this staff have no option but to act in the best interests of the pupils which may mean using reasonable force to manage a crisis situation.
- Staff should always report and record these incidents using school procedures.

Post Incident Support

- The support system for staff should be initially with the class team, then with the head of department, the assistant headteacher, deputy headteacher and finally with the Headteacher.
- Any pupil who has been involved in an incident should be supported sensitively to enable them to calm down as soon as possible. Where appropriate this should be outlined in their IBP. Parents must be informed of such an incident as they may be upset on returning home.
- The school will provide medical support for any injury to pupils, and a first aider will tend to staff.

Staff Training

- Staff involved in implementing planned use of physical intervention, as part of a behaviour management strategy within the school, will be provided with the range of intervention techniques. They will be taught these by “APPROACH” training providers. This training will be kept updated as appropriate.
- There should be a rolling programme of training in physical interventions so that all staff working with pupils for whom it is necessary can get proper training and keep their skills up to date.

This policy was reviewed and agreed by the Governing Body on 19.03.09 and will be reviewed bi-annually.

Original Policy - April 2006
 Amended - October 2006
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Record of Physical Interventions

Name of Pupil:

Date	Time	Reason for Supporting	How Long	What next Pupil	What Next Adult	Approach		AF1 (incident form)
						Bar-over hold		
						Sitting		

						Standing		
						Moving		
						Floor support		
						Breakaway		