



# **The Edith Borthwick School**

## **PHYSICAL INTERVENTION POLICY**

<b>Lead Governor</b>	<b>Heather Hill</b>
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# **The Edith Borthwick School**

## **Physical Intervention Policy**

### **1.0 OBJECTIVE**

The purpose of the policy is to provide a coherent and consistent approach to intervention by Essex County Council Employees who face violence and aggression in the work place as a result of their employment.

### **2.0 SCOPE**

This policy applies to all ECC employees including schools and Community Support Service under ECC control, i.e. Community and Voluntary Controlled (VC) schools and may be used for Voluntary Aided (VA) Schools, Academies, Free Schools and Foundation schools as best practice.

### **3.0 PROCESS**

#### **3.1 Physical Intervention Definitions**

The restriction of an individuals' movement, liberty and/ or freedom to act independently in order to:

- Take immediate control of a dangerous situation where there is real possibility of harm to the person or others if no action is undertaken;
- End or reduce significantly the danger to the person or others;

Physical Intervention must:

- Contain or limit the person's freedom for no longer than is necessary;
- Be proportionate;
- Use no more force than is necessary.

This definition is in line with:

- Dept of Health Positive and Proactive Care (DH2014)
- Regulation 22 of the Children's Homes England Regulation 2015 and Keeping Children Safe in Education (DfE2019)

#### **3.2 Physical Interventions Policy Statement**

The Edith Borthwick School is committed to providing a clear framework for the use of physical interventions which aim to reduce the risks of violence or injury to staff and the children, young people and adults that use the school's services.

Although instances of work related violence are not acceptable the school recognizes that some learners are unable to control their language and/or physical movements, which has the potential of unintentional offence or injury. However, all employees have

the right to be treated with consideration, dignity and respect. Therefore there is a requirement to adequately manage the risk associated so far as reasonably practicable.

The fundamental principles of the school's overall policy for the use of physical interventions are that:

- Employees will apply the contents of this document within the context and framework of positive behavioural support;
- Employees will endeavour to understand the needs of individual learners, and to treat people with dignity, courtesy and respect when providing our services;
- The use of physical intervention should only ever be as a last resort following the application of other appropriate strategies such as withdrawing from the situation, de-escalation and the instruction to stop;
- Where physical intervention is being used for the safety of staff, children, young people and adults, the best interest of the individual must be the fundamental consideration, also we must adhere to appropriate legislation (i.e. Mental Capacity Act and the Deprivation of Liberty Safeguard (DoLS))
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they might cause or suffer.

In order to minimise violence and manage challenging behaviour effectively, the school will ensure that:

- Management systems, based on risk assessment, are put in place;
- Individual Personal & Social Support Strategies (PSSSs) are in place to avoid and, where that is not possible, reduce the need for physical intervention;
- Individual Personal & Social Support Strategies (PSSSs) and Individual Risk Reduction Plans will set out the specific strategies and techniques to be used;
- Where necessary the above will identify individual learners who have been assessed as being at risk of needing restrictive physical interventions;
- Those plans could include 'Functional Assessment' of the believed functions of the behaviour, Primary & Secondary Prevention strategies specific to that (child) Person and positive elements including a pen picture, likes and dislikes etc.
- Guidance is provided for de-escalation with physical intervention only to be used as a last resort;
- Training is provided in the use of de-escalation techniques of behaviour management and support which reduce the need for such interventions, in this case Therapeutic Thinking (formerly known as Essex Steps);
- Staffing levels are appropriate for the risk;
- There is adequate staff supervision;
- Post incident support is available for staff and learners;
- Instances of the use of physical interventions are monitored and records kept of the post incident investigations;
- Lessons are learned from incidents where physical interventions were necessary.

## **4.0 RESPONSIBILITIES**

### **4.1 Governors & Headteacher**

It is the responsibility of Governing Body to ensure that the Headteacher prepares detailed practice guidance relevant to their circumstances and ensure it is communicated to staff.

This guidance must make clear that, where breakaway, disengagement or restraint techniques are to be employed, they must involve minimal use of force which may be agreed by the senior leadership team which may be evidenced as the least intrusive strategy in given circumstances, which is consistent with the safety of staff and learners, and include contain the following:

- The concept of reasonable force;
- The approach to risk assessment;
- The requirements for training;
- The distinction between planned physical interventions and the use of reasonable force in emergency situations and
- Unacceptable practices that might expose learners or staff to foreseeable risk of injury or psychological stress.

The Head teacher must ensure that they have a Behaviour Policy in place for their schools in line with DFE statutory guidance, ECC and other relevant guidance.

### **4.2 Line Managers & Teachers**

Line managers & teachers must:

- a) Carry out risk assessments which consider whether their staff are likely to need to use restraint or other physical interventions when supporting individual learners.
- b) Where the need for training is identified, ensure this is provided as appropriate for the staff concerned – see section 5;
- c) Risk Assessments are reviewed at least annually and if and when there is any reason to suspect they are no longer valid for any reason;
- d) Ensure that the risks associated with physical intervention, violence at work and behaviour management are monitored;
- e) All incidents involving employees are investigated and reported via the school's online reporting system.
- f) Where there is use of physical intervention which was not foreseen, or there is any increase in that anticipated a debrief of the incident is arranged to identify any lessons learnt and consider sharing this further as appropriate;
- g) Following such incidents, the risk assessment and system of work for the activity and/or care plan are reviewed and revised where appropriate.

### **4.3 Employees**

Employees must:

- Co-operate with management and ensure that this policy is complied with;
- Attend and participate in any training provided identified as relevant to their role;
- Ensure they put into practice the new skills/knowledge gained from the training received;
- Report and record any use of restraint or physical intervention and co-operate fully with the post incident debriefing or investigation as appropriate.

### **5.0 COMPETENCE AND TRAINING**

Staff who are identified, through risk assessment, as being required to carry out physical interventions will receive training in:

- working to the practice guidelines on the use of appropriate physical intervention;
- appropriate techniques of behaviour management and support which reduce the need for physical intervention.

In this setting, the philosophy used and training given is that of Therapeutic Thinking.

If specific Restrictive Physical Interventions are deemed to be necessary and appropriate following risk assessment, targeted staff will attend learner specific Therapeutic Thinking: STEP UP training, delivered by an accredited trainer. Parents of the learner will be informed that this potential use of restrictive physical intervention forms part of the individuals' management plan.

The school will offer training and development that complies with the standards and requirements of the policy, national and local guidelines, in this case Therapeutic Thinking.

Schools should follow the Department for Education guidance - Use of Reasonable Force in Schools (July 2013) - <https://www.gov.uk/government/publications/use-of-reasonable-force-inschools>

Individual behaviour support plans will identify where physical intervention training will be required

### **6.0 MONITORING AND REVIEW**

This policy will be regularly reviewed by the Governing Body, in conjunction with those within Essex County Council who are competent to advise it, and as required; i.e. following changes in legislation or national guidance.

## **7.0 RECORD KEEPING**

Records of all training and incidents involving the use of restraint or physical interventions are to be kept as specified in HSP 3.0 Retention of Health and safety Documents Policy.

When the use of restrictive physical intervention has been used staff will record the incident on the same day using CPOMS which will automatically inform the Senior Leadership Group (SLG).

Parents/carers should be informed on the same day as an incident.

## **8.0 REFERENCES**

This policy should be read in conjunction with Essex County Council Health and Safety Policies and Guidance:

### **8.1 HSP's**

HSP 1.0 Health & Safety Policy Statement  
HSP 3.0 Retention of Health and Safety Documents Policy  
HSP 5.0 Risk Assessment Policy  
HSP 6.0 Health and Safety Training Policy  
HSP 9.05 Lone Working Policy  
HSP 9.16 Work Related Violence Policy  
HSP 12.0 Accident Reporting and Investigation

### **8.2 HSG's**

HSG 020 Lone Working Guidance  
HSG 027 Work Related Violence Guidance

### **8.3 Essex Schools Guidance Documents**

Further information and guidance for managing physical contact / intervention in schools is available on the Essex Schools Infolink.  
Safe Practice for Schools - Understanding and Supporting Behaviour (Including the use of restrictive / non-restrictive physical intervention)

### **8.4 Other National Documents**

This policy is informed and supported by the principles and guidance set out in the following national documents:

- Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges (NICE 2015)
- 'Violence and aggression' (NICE 2015)
- The Mental Health Act Code of Practice 2015
- Mental Capacity Act Code of Practice 2007
- Positive and proactive care (DH 2014)

- A positive and proactive workforce (DH, Skills for Health, Skills for Care 2014)
- BILD Code of Practice for the use and reduction of restrictive physical interventions (BILD, 2014)
- Ensuring Quality Services (NHSE LGA 2014)
- The Fundamental Standards (CQC 2014)
- Let's talk about restraint (RCN 2008)
- Use of Reasonable Force in Schools (DfE July 2013)
- Keeping Children Safe in Education (DfE 2019)
- Reducing the Need for Restraint and Restrictive Intervention (June 19)

**Other relevant website**

<https://www.esset.org.uk/course/esset-2023/>