



East Midlands  
Education Trust

## Physical Intervention Policy

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Mid-Reviews (statutory):			
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## 1. Objectives

- 1.1 Each school aims to provide a safe, caring and friendly environment for all our students to allow them to learn effectively, improve their life chances and help them maximise their potential.
- 1.2 We take the safety of all our students and staff very seriously. We believe that all students and staff have the right to be and feel safe whilst at school or on a school run activity.
- 1.3 This policy should be read in conjunction with each school's behaviour policy (which is a delegated responsibility) and EMET's Safeguarding and child protection policy.

## 2. Minimising the need to use force

- 2.1 As a Trust, we are firmly committed to creating a calm and safe environment that minimises the risk of incidents arising that might require the use of reasonable force.
- 2.2 'Reasonable force' covers the broad range of actions used by most teachers at some point in their career, that involve a degree of physical contact with pupils.
- 2.3 Our staff will only use force as a last resort and strongly believe in de-escalating any incidents as they arise, to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various techniques in the management of a class environment.
- 2.4 Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force. Force is usually used to control or restrain. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances, such as breaking up a fight or when a student needs to be restrained to prevent violence or injury.

## 3. Staff authorised to use force

- 3.1 Under Section 93 of the Education Inspection Act (2006) the head teacher of a school is empowered to authorise those members of his/her staff enabled to use reasonable force. Each head teacher in an EMET school has empowered the following members of staff to use reasonable force:
  - Teachers and any member of staff who has control or charge of students in a given lesson or circumstance have permanent authorisation.
  - Other members of staff such as site and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.
  - Schools do not require parental consent to use force on a student.

## 4. Deciding whether to use force

- 4.1 Under English Law, members of staff are empowered to use reasonable force to prevent a student from or stop them continuing to:
- commit any offence;
  - cause personal injury to, or damage to the property of, any person (including the student himself); or
  - prejudice the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.
- 4.2 All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations may be useful:
- whether the consequences of not intervening would have seriously endangered the wellbeing of a person;
  - whether the consequences of not intervening would have caused serious and significant damage to property;
  - whether the chance of achieving the desired outcome in a non-physical way was low;
  - the age, size, gender, development maturity of the persons involved.
- 4.3 Staff are also expected to remember that physical intervention is only one option and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police.
- 4.4 Staff will be kept informed and have a duty to inform others about the plans around specific students who can present risks to themselves and others. This may include information about SEND (Special Educational Needs and/or disabilities), personal circumstance and temporary upset. EMET staff are aware of their legal duty to make reasonable adjustments for students with SEND
- 4.5 An individual risk assessment (Appendix One) will be made where it is known that force is more likely to be necessary to restrain a particular student, such as a student whose SEN and/or disability is associated with extreme behaviour. An individual risk assessment is also essential for students whose SEN and/or disability are associated with:
- a. communication impairments that make them less responsive to verbal communication;
  - b. physical disabilities and/or sensory impairments;
  - c. conditions that make them fragile, such as haemophilia, brittle bone syndrome or epilepsy;
  - d. dependence on equipment such as wheelchairs, breathing or feeding tubes.

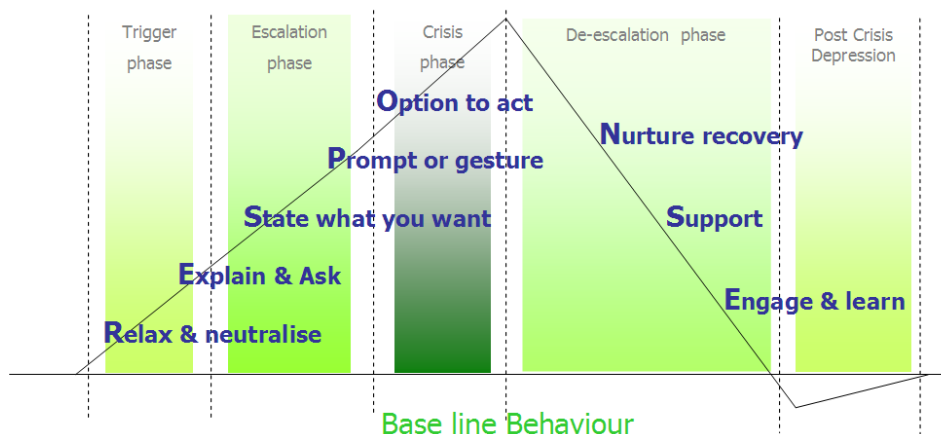
## 5. Using force

- 5.1 When using force members of staff should only use the minimum amount of force required in achieving the required outcome. Staff should also use force within the context of existing good practice in non-physical skills and techniques, such as in the RESPONSE strategy:

Overlaid onto The Assault Cycle (Kaplan & Wheeler, 1983)

### The least restrictive **RESPONSE**© strategy.

(West, Stirling, & Mc Hugh, 2004)



- R Relax and neutralise:** try to respond in a relaxed way that does not focus attention on the behaviour i.e. interact and focus on the person whilst downplaying the behaviour to neutralise its effect. Maintain a neutral response and attempt to positively interact with the person.
- E Explain and ask:** explain what you want the person to do. This should be in the form of a request that can be understood by the person to encourage them to behave differently.
- S State:** state what you want the person to do. This requires a clear and assertive statement that can be understood by the person to encourage them to behave differently.
- P Prompt or gesture:** prompt the person to change their behaviour by adding a physical gesture or physical contact to your verbal interactions.
- O Option to act:** option to act to interrupt the behaviour and reduce risk. You may be able to justify a physical action to 'disengage' from the person, or to implement some type of restrictive physical restriction in the form of 'safe holding' to reduce the immediate or potential risk(s).
- N Nurture recovery:** nurture the recovery process. This requires staff to work with the person to help them to regain personal control and composure, thus moving towards a lower-risk state of baseline behaviour.
- S Support:** supporting people after an event is crucial in helping to avoid a repeat incident in the short-term, and to help people to deal effectively with their experience.
- E Engage and learn:** engaging with the person at an appropriate time after the event will help them to express their thoughts, feelings and perceptions of the incident and staff responses. This process will encourage reflection and the potential for learning by all parties and offer an opportunity to make complaints. By ensuring a transparent and open approach, staff will benefit greatly by gaining a better understanding and insight into the person and their particular needs.

- 5.2 Staff should, where possible, avoid any type of intervention that is likely to injure a student, unless the most extreme of circumstance where there was no viable alternative. Also staff should avoid using force unless or until another member of staff is present to support, where possible, observe or call for assistance.
- 5.3 Parental consent is not required to restrain a student.

## 6. Power to search students without consent

- 6.1 in addition to the general power to use reasonable force, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items':
- knives and weapons
  - alcohol
  - illegal drugs
  - legal highs
  - stolen items
  - tobacco/cigarette papers/vapes
  - fireworks
  - pornographic images
  - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

## 7. Staff training

- 7.1 Staff will access training which will provide participants with an insight into recent legislation and guidance that could impact on policy and practice as well as a range of physical and non-physical strategies to help manage the risks posed by children and young people's behaviour.

## 8. Recording and reporting

- 8.1 The Principal/Head Teacher will ensure that a procedure is in place, and is followed by staff, for recording and reporting, significant incidents where a member of staff has used force on a student (Appendix Two). The record must be made as soon as practicable after the incident and should be made by the member of staff involved in the incident. All schools will keep a physical incident log as part of their online Safeguarding platform, MY Concern or CPOMS. This will be overseen by the school's designated safeguarding lead.
- 8.2 While ultimately only a court of law could decide what is 'significant' in a particular case, in deciding whether or not an incident must be reported, staff should take into account:
- an incident where unreasonable use of force is used on a student would always be a significant incident;
  - any incident where substantial force has been used (e.g. physically pushing a student out of a room) would be significant;
  - the use of a restraint technique is significant;
  - an incident where a child was very distressed (though clearly not overreacting) would be significant.
- 8.3 In determining whether incidents are significant, schools should consider:
- the student's behaviour and the level of risk presented at the time;
  - the degree of force used and whether it was proportionate in relation to the behaviour;
  - the effect on the student or member of staff.

Staff should also bear in mind the age of the child, any special educational need or disability or other social factors which might be relevant.

- 8.4 Sometimes an incident might not be considered significant in itself, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents know about them.
- 8.5 Records though are important in providing evidence of defensible decision-making in case of a subsequent complaint or investigation and schools should have a system of recording such incidents. All schools will have their own systems in place for recording behaviour incidents.

By way of example, some Nottinghamshire schools use the LA's electronic recording system called 'WellWorker'. This enables staff to report and record electronically any significant incident where force has been used. Staff may find it helpful to seek the advice of a senior colleague or a representative of their trade union when compiling a report.

## 9. Post-incident support

- 9.1 Following the use of physical intervention staff and students will be supported, the immediate physical needs of all parties will be met and staff will ensure that positive relationships are maintained.

## 10. Complaints and allegations

- 10.1 The School Standards and Framework Act 1998, section 39(1) places a duty on all Trusts to establish a complaints procedure for parents/carers to make complaints about all matters related to the school that are not covered under other statutory procedures. All schools follow the East Midlands Education Trust Complaints Policy. A copy of this is available from each individual school and can be found on each school's website.
- 10.2 We will also make clear to students that they have a right and are able to question/complain about the use of reasonable force.
- 10.3 When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she acted appropriately.

## 11. Equal Opportunities

In implementing this policy, all staff must take account of the Trust's equal opportunities policies. The Principal/Head Teacher is responsible for the implementation of this policy.

Further sources of Information:

[EMET Safeguarding and Child Protection policy](#)

[EMET Complaints policy](#)

[EMET Equality policy](#)

[EMET Code of conduct \(staff\) policy](#)

[EMET SEND policy](#)

[Behaviour in Schools guidance \(DfE\)](#)

[Use of Reasonable Force in schools \(DfE\)](#)

**CONFIDENTIAL****Risk Assessment for** \_\_\_\_\_

<b>Hazard</b>	<b>Risk</b>	<b>Person(s) at risk</b>	<b>Control measures</b>	<b>Comments/Actions</b>	<b>Residual risk rating</b>	<b>✓ tick if all in place and give timeframe</b>

Assessment carried out by .....

Date of assessment .....

Signed .....



## Physical intervention recording form

Student name:

Tutor group/Class:

Date of incident: .....

Time of incident: .....

Location of incident: .....

Name(s) of staff involved: .....  
(directly or indirectly) .....

Details of other students involved: .....

.....

Description of incident including any de-escalation

Reason for using force

Any injury to staff or students and details of first aid or medical attention

Follow-up, including post incident support and disciplinary procedures

Any information shared with staff not  
involved or other agenciesHow and when were those with parental responsibility  
informed

Has any complaint been logged as a result of this incident YES / NO

Signed ..... Date .....

Print Name .....

Manager's signed .....

## WELLWORKER/OSHENS ACCIDENT/INCIDENT REPORTING SYSTEM NOTIFICATION FORM SR3/5

<b>Part A : Please complete all sections of this form. If necessary continue on page 3 or attach further information</b>		
<b>Type of incident:</b> (If you are unsure of the category, leave blank. Inputter to refer to definitions list.) Work related injury <input type="checkbox"/> Work related disease/illness <input type="checkbox"/> Medical issue (not arising from work) <input type="checkbox"/> Recreational/sporting accident <input type="checkbox"/> Road traffic collision <input type="checkbox"/> Physical violence <input type="checkbox"/> Physical intervention <input type="checkbox"/> Verbal abuse or threat <input type="checkbox"/> Anti-social behaviour <input type="checkbox"/> Damage to eco-system <input type="checkbox"/> HSE Dangerous occurrence (under RIDDOR) <input type="checkbox"/> Enforcement Action <input type="checkbox"/> <b>All near miss incidents should now be recorded on the SR3.5A</b>		<b>Wellworker Ref No.</b> (Entered by Inputter):
Reporting Department:	Service:	Group/Team:
Name & phone no. of person completing report:		Date and time of incident:
<b>Description of what happened:</b> Activity taking place and what happened, including possible causes. Please give as much detail as possible		
<b>Where did it happen?</b> Give full address and location in building/site/area <span style="float: right;"><b>Are these NCC premises?</b> Yes <input type="checkbox"/> No <input type="checkbox"/></span>		
<b>Person 1 Involved : e.g. affected person</b>		
Employee <input type="checkbox"/> Employee (Trainee) <input type="checkbox"/> Agency <input type="checkbox"/> Volunteer <input type="checkbox"/> Contractor <input type="checkbox"/> Pupil <input type="checkbox"/> Member of Public <input type="checkbox"/> Visitor <input type="checkbox"/> Service User <input type="checkbox"/>		
<b>Involvement:</b> Affected person <input type="checkbox"/> Affected person (no injury) <input type="checkbox"/> Perpetrator <input type="checkbox"/> Witness <input type="checkbox"/> Physically assaulted <input type="checkbox"/> Verbally Assaulted <input type="checkbox"/> First Aider <input type="checkbox"/> First on Scene <input type="checkbox"/> Line Manager <input type="checkbox"/> Enter any comments relevant to the nature of their involvement:		
Name:	Age Male <input type="checkbox"/> Female <input type="checkbox"/>	Address and/or Telephone: (If non-employee or if employee is injured and incident is RIDDOR reportable)
Department, Service and Team, Job Title & Phone no: (if employee)		
<b>Injury or ill-health details:</b> Type of injury and exact location on body (e.g. deep cut to left index finger, sprain to right ankle)		
<b>Injury severity :</b> minor <input type="checkbox"/> serious injury/ill health <input type="checkbox"/> major injury/ill health <input type="checkbox"/> fatal <input type="checkbox"/>		
<b>Initial treatment:</b> None <input type="checkbox"/> Treatment offered but refused <input type="checkbox"/> At scene <input type="checkbox"/> At local first aid point <input type="checkbox"/> At Occupational Health <input type="checkbox"/> At local GP surgery <input type="checkbox"/> At hospital <input type="checkbox"/>		
Details of treatment (who, what, when)		
Did person become unconscious Yes <input type="checkbox"/> No <input type="checkbox"/> Require resuscitation? Yes <input type="checkbox"/> No <input type="checkbox"/> Did person remain in hospital more than 24 hours Yes <input type="checkbox"/> No <input type="checkbox"/>		
What happened after incident?		
Returned to work or normal activity <input type="checkbox"/> Taken to hospital <input type="checkbox"/> Referred to hospital <input type="checkbox"/> Referred to dentist <input type="checkbox"/> Referred to own GP <input type="checkbox"/>		

Sent/taken home <input type="checkbox"/> Not known <input type="checkbox"/>		
If leaving site please state mode of transport:		
Have the Next of kin been informed Yes <input type="checkbox"/> No <input type="checkbox"/>		
<b>Person 2 Involved : e.g. second affected person, perpetrator, witness</b>		
Employee <input type="checkbox"/> Employee (Trainee) <input type="checkbox"/> Agency <input type="checkbox"/> Volunteer <input type="checkbox"/> Contractor <input type="checkbox"/> Pupil <input type="checkbox"/> Member of Public <input type="checkbox"/> Visitor <input type="checkbox"/> Service User <input type="checkbox"/>		
Involvement: Affected person <input type="checkbox"/> Affected person (no injury) <input type="checkbox"/> Perpetrator <input type="checkbox"/> Witness <input type="checkbox"/> Physically assaulted <input type="checkbox"/> Verbally Assaulted <input type="checkbox"/> First Aider <input type="checkbox"/> First on Scene <input type="checkbox"/> Line Manager <input type="checkbox"/>		
Enter any comments relevant to the nature of their involvement		
Name:	Age Male <input type="checkbox"/> Female <input type="checkbox"/>	Address and/or Telephone: (if non-employee or if employee is injured and incident is RIDDOR reportable)
Department, Service and Team, Job Title & Phone No: (if employee)		
Injury or ill-health details: Type of injury and exact location on body (e.g. deep cut to left index finger, sprain to right ankle)		
Injury severity : minor <input type="checkbox"/> serious injury/ill health <input type="checkbox"/> major injury/ill health <input type="checkbox"/> fatal <input type="checkbox"/>		
Initial treatment: None <input type="checkbox"/> Treatment offered but refused <input type="checkbox"/> At scene <input type="checkbox"/> At local first aid point <input type="checkbox"/> At Occupational Health <input type="checkbox"/> At local GP surgery <input type="checkbox"/> At hospital <input type="checkbox"/>		
Details of treatment (who, what, when)		
Did person become unconscious Yes <input type="checkbox"/> No <input type="checkbox"/> Require resuscitation? Yes <input type="checkbox"/> No <input type="checkbox"/>		
Did person remain in hospital more than 24 hours Yes <input type="checkbox"/> No <input type="checkbox"/>		
What happened after incident?		
Returned to work or normal activity <input type="checkbox"/> Taken to hospital <input type="checkbox"/> Referred to hospital <input type="checkbox"/> Referred to dentist <input type="checkbox"/> Referred to own GP <input type="checkbox"/> Sent/taken home <input type="checkbox"/> Not known <input type="checkbox"/>		
If leaving site please state mode of transport:		
Have the Next of kin been informed Yes <input type="checkbox"/> No <input type="checkbox"/>		
Property Damage: (Item and brief description plus cost estimate if possible) General <input type="checkbox"/> Environmental <input type="checkbox"/> Vehicle <input type="checkbox"/> Premises <input type="checkbox"/>		
<b>Other Information:</b>		
Describe actions taken at the scene and by whom:		
Was any machinery or equipment involved in this incident? Yes <input type="checkbox"/> No <input type="checkbox"/> If so, was it powered? Yes <input type="checkbox"/> No <input type="checkbox"/> Details:		
Were any hazardous substances/materials involved in this incident? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes is there a safety data sheet? Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Details of hazardous substance or material:		
Indicate how exposure occurred:		
Was any PPE being worn or used at the time of the incident? Yes <input type="checkbox"/> No <input type="checkbox"/> Details of PPE:		
Were the Police called? Yes <input type="checkbox"/> No <input type="checkbox"/> What time did Police attend?		Crime reference no:
Is there any photographic of CCTV footage? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes where is it held?		
What does the CCTV footage show?		

Name:

Signature

Job

Title: Date:

The following types incidents are RIDDOR reportable.

The HSE must be notified via the Wellworker System of all work related RIDDOR incidents. If you need to report a dangerous occurrence or case of disease you will need to use one of the links on the Wellworker RIDDOR page. Please note that data recorded through these links is NOT stored within this system.

	Tick if reportable under RIDDOR
An employee (or self-employed person working under NCC control) suffers one of the HSE specified injuries.	<input type="checkbox"/>
Anyone is killed as a result of NCC activities.	<input type="checkbox"/>
A member of public (incl. students & service users) is taken straight to hospital from an NCC site or activity. There must be some suggestion that NCC was in some way at fault for the incident.	<input type="checkbox"/>
An employee (or self-employed person working under NCC control) is absent from work OR unavailable for their normal work duties as a result of this incident, for more than SEVEN consecutive days (including non-working days but not the day of the incident).	<input type="checkbox"/> Absent from: Absent to:
An employee is diagnosed (by a medical professional) with a specified occupational disease that is associated with the work the employee does.	<input type="checkbox"/>
The incident <u>could</u> have resulted in any of the reportable injuries described above (a "HSE Dangerous Occurrence – see RIDDOR regulations")	<input type="checkbox"/>