



PHYSICAL INTERVENTION POLICY

Introduction and Context

Papillon House School is an independent specialist primary and secondary school for pupils with Autism Spectrum Conditions (ASC). On occasion some pupils may display challenging behaviour which requires safe and skilled management. This policy should be read in accordance with the Behaviour Policy.

Section 93, Education and Inspections Act 2006 confirms the position about the use of reasonable force by teachers, and others authorised by the Director and Head Teacher, to control or restrain pupils. Further guidance is given in *Use of reasonable Force, Advice for Head Teachers, staff and governing bodies, July 2013*.

Any use of physical intervention by staff will always be reasonable, proportionate and lawful. Reasonable force will be used only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Principles

At Papillon House School we are committed to ensuring that all staff and adults with responsibility for pupil's safety and welfare will deal professionally with incidents of aggressive behaviour and will only use physical intervention as a last resort, always ensuring minimal risk of injury to pupils and staff. Use of physical intervention, when all other strategies and approaches have failed, could reasonably be considered in situations involving risk to the safety of pupils, staff or visitors.

Physical intervention will never be used as a punishment.

Team Teach

The school is committed to managing behaviour effectively and safely. For this reason we have adopted the Team Teach approach to managing challenging behaviour. This approach provides us with planned, systematic and graded strategies that are effective, safe and as least intrusive as possible. We believe that the Team Teach Approach helps our pupils to learn to make choices and to begin to take control of their behaviour. There is an expectation that staff show self-restraint rather than applying physical restraint; they should seek to actively prevent and predict rather than react and respond. This is in line with the B.I.L.D (British Institute of Learning Disabilities) national guidance which states:

- Restrictive physical interventions should only be used in the best interests of the person with learning disabilities.
- Restrictive physical interventions should only be used in conjunction with other strategies to help people learn to behave in non-challenging ways.
- Restrictive physical interventions should be individualised and subject to regular review.

- Restrictive physical interventions should employ minimal force and not cause pain.

The Team Teach Approach is based on a philosophy of non-violent and proactive methods of dealing with situations involving pupil's anger and aggression. Underlining a structured response is the acknowledgement of caring enough about our pupils at Papillon House School not to let them be out of control. Team Teach emphasises positive relationships between staff and pupils. It aims to protect and promote this. Team Teach stresses that 95% of crisis situations can often be resolved through appropriately calm, controlled, dignified and skilled de-escalation intervention.

Each pupil at Papillon House School has a Positive Behaviour Support (PBS) plan, which clearly indicates proactive strategies to be used in order to prevent an escalation of challenging behaviours. Each pupil also has SCERTS (Social Communication, Emotional Regulation and Transactional Support) targets which support pupils to work towards self-regulation and support their ability to communicate. However, pupils may lose control and exhibit behaviour which may lead to a risk of physical injury to themselves or others. We recognise that on occasions physical intervention may be required to help a pupil regain self-control.

Since it is well established that a pupil's behaviour is often adversely affected by the presence of an audience it will generally be helpful to remove the audience or, if this is not possible, to remove the pupil in question from the audience. At Papillon House School we recognise the benefit of time and space to de-escalate a crisis situation. Helping a pupil to access an outdoor space or a preferred calming area may help them calm more quickly.

Staff are expected to apply professional judgment to determine the level of danger to the pupil or to the others, including themselves. Staff should make a dynamic risk assessment during any incident for the safety of everyone involved. Physical intervention, when applied should be passive in intent. Its purpose must only be to limit the pupil's ability to hurt themselves, others or significant damage to property with minimum application of force. As soon as it is safe to do so the intervention should be gradually eased to allow the pupil to regain his/her self-control.

Training

All staff at Papillon House School are trained in the use of Team Teach and this is kept up to date and renewed every two years. This ensures that all our staff are able to respond to incidents and support our pupils in the safest way.

Risk Assessments and Positive Behaviour Support Plans

All pupils at Papillon House School have a diagnosis of ASC. Many of our pupils arrive with us already presenting with established challenging behaviours. Some of these behaviours can place themselves or others at risk of harm, such as self-harming behaviours, physically challenging behaviours or "acting out" behaviours such as absconding.

Through our initial assessments of pupils we identify individual pupils who have behaviours which entail risks. We undertake a full risk assessment of all individuals. This is recorded on a Risk Assessment Form. All pupils will also have an individualised PBS plan which details all the necessary support a pupil requires in school to reduce the need or reason for challenging behaviour. It focuses on proactive strategies, but also contains details on how to de-escalate situations in a calm and least intrusive way.

Risk Assessments and PBS Plans are completed by a multidisciplinary team that includes the Class Teacher, Teacher Support Assistants (TSAs), Special Needs Assistants (SNAs), Speech and Language Therapists and Occupational Therapists. Risk assessments and PBS plans are reviewed

half-termly, or more frequently if necessary. They are then approved by a Senior member of staff and can be shared with parent/carers.

Procedure if Physical Intervention is Used

We aim to take the following actions after serious incidents which have necessitated the use of physical intervention:

- Gradual release of physical intervention as the pupil regains control, with staff reassuring
- Pupil allowed time for calm under supervision
- Checks made for any injuries and appropriate medical aid provided if necessary
- Senior Staff informed as soon as possible
- Member of staff involved in the restraint given time to recover, if possible
- Support provided by a senior member of staff and recording process initiated
- Where appropriate for the needs of the pupil, the Class teacher or Senior Staff member to talk through incident with the pupil to help them understand the incident and why physical intervention was used
- If needed, member of staff offered counselling time.

Recording and Reporting

A written record is kept of any incident involving the use of physical intervention. Where the use of physical intervention was brief or minimal, this is recorded on a weekly recording form, which is submitted to the Head Teacher for review at the end of every week. When more significant physical intervention is required it is recorded as soon as possible afterwards using an Incident Report form, which is then submitted to the Head Teacher for review. Witnesses or any staff involved in providing additional support may also add signed and dated notes giving details of the incident. These records are kept in the pupil's file in the office.

A significant physical intervention would be if any of the below occurred:

- Physical intervention lasts for an extended period of time (greater than ?? minutes)
- More than 1 person is required for KS1 or 2 pupils or more than 2 people are required for KS3 or 4 pupils
- Any injury is sustained by pupil or staff
- Any damage to property

Following a significant incident, the Risk Assessment and PBS plan will be reviewed and updated to aim to prevent a similar incident occurring again.

A debrief of significant incidents will be held at the end of the school day where possible. This will be chaired by a Senior Leader (who was not involved in the incident). All staff who were present at the incident will attend, including the pupil's Class Teacher and Class Team.

Parental Involvement

The School's Physical Intervention Policy is made available to parents and carers when a pupil starts at the school. It is also published on the school website.

While the School is not required to obtain the consent of parents/carers to use physical intervention on a pupil, parents/carers will be kept fully informed of any serious incidents where physical intervention was required.

The school maintains open communication with parents and carers regarding physical intervention. Where there is an increase in a pupil requiring physical intervention, they will be moved to Amber on the school's Traffic Light System for monitoring behaviour (see Behaviour Policy). When a child is placed on Amber, a parent/carer will be notified (if they have not been told already) by the Class Teacher of the increase in physical intervention required. Parents/carers will be kept regularly informed of the increased monitoring and support the school is providing and if necessary they may be asked to attend a meeting to discuss the pupil's needs. All parents/carers will be asked to support this policy by signing an agreement.

Complaints

Any complaints about the use of physical intervention will be investigated in accordance with the School's complaints procedures.

This policy should also be considered in conjunction with all other relevant policies, particularly the Behaviour Policy.

This policy was reviewed and revised by Heather Dilks-Hopper, Head of Therapy in June 2021.

It was agreed by the Management Team in June 2021

Written	Gillian Hutton	The Management Team	September 2007
Reviewed	Alicia Rickman	Teacher Responsible for Behaviour	October 2009
Reviewed & Amended	Alicia Rickman	Deputy Head Teacher	September 2011
Reviewed	Alicia Rickman	Deputy Head Teacher	October 2013
Reviewed & Amended	Alicia Rickman	Acting Head Teacher	September 2014
Reviewed & Amended	Alicia Rickman	Head Teacher	September 2016
Reviewed & Amended	Alicia Rickman	Head Teacher	September 2017
Reviewed & Revised	VWV Solicitors		October 2017
Reviewed & Amended	Heather Dilks-Hopper	Head of Therapy	June 2021