



Hillcrest School Cramlington

Adopted from NCC and adapted by Governors



Physical Intervention Policy

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Hillcrest School Physical Intervention Policy

Rationale and Purpose

Hillcrest school works with a broad range of secondary learners with complex needs. Some of our students can: -

- find self-regulation difficult;
- present in a state of distress, especially those students with adverse childhood experiences (ACEs), trauma and attachment difficulties (11% LAC);
- be highly vigilant, highly responsive and have developed strategies to maintain their own safety;
- behave in ways that relate to the biological changes from their individual trauma and experiences;
- communicate these needs in demanding and challenging behaviours which can be physical and verbal challenges towards adults as well as peers.

We have a wide range of strategies and systems in place to support our students, therefore physical intervention should only be used as a last resort. If a member of staff ever needs to intervene physically, they should follow this policy. At Hillcrest School we have adopted the certified Team Teach approach.

Introduction

Reducing The Need For Restraint and Restrictive Intervention (2018 Draft Joint Departmental Guidance)

“Behaviour is a means of communication and all behaviour has a purpose. Behaviour that challenges may signal a need for support. Behaviour policies and practice should recognise this and support children and young people to develop alternative ways of expressing themselves that achieve the same purpose but in more appropriate ways.” Page 10

“Use of restraint should be based on assessment of risk. An intervention should be in the best interests of the child or young person and balanced against respecting the safety and dignity of all concerned, including other children, young people or adults present.” Page 13.

*“When considering whether to use restraint with a child or young person, staff should ask themselves: ‘**What would I want somebody to do in similar circumstances if this was my child?**’” Page 20*

REMEMBER – all behaviour is communication – students do not choose to be in the RED zone

There are occasions when students are in the RED zone and may present a risk to themselves and others. Section 550A of the Education Act 1996 describes the circumstances in which teachers and others authorised by the Head Teacher may use reasonable force to control or restrain pupils.

This policy details how we implement the guidance at Hillcrest School. It should be considered along with the most recent Local Authority policy statements and recent local and national guidance.

At Hillcrest we will only use physical restraint as a last resort, when there is no realistic alternative.

The term ‘Positive Handling’ includes a wide range of supportive strategies for managing deregulated students. Included in this framework are a small number of responses which may

involve the use of force to control or restrain a pupil. Restrictive physical intervention is when a member of staff uses force intentionally to restrict a child's movement against his or her will.

All physical interventions at Hillcrest School are conducted within a framework of positive behaviour management – Team Teach.

95% de-escalation and prevention

At Hillcrest we have a variety of strategies that support our students to be regulated and to cope with challenges that they face throughout the day.

- Zones of regulation – all students have their own toolkit which they regularly update;
- PACE - a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. This is done through Playfulness, Acceptance, Curiosity and Empathy;
- Learner Centred Time – to support key transition times and help students to become ready to learn;
- Intervention Team – OT / SaLT / ELSA – specialist support to provide staff CPD, student programmes, advice and guidance across school and home;
- Visuals and Makaton to support communication;
- Break out spaces for students to access when they may feel dysregulated;
- Sensory “gym” where students have individualised sensory programmes;
- Chill out spaces in classrooms plus a separate chill room;
- Outside space including an outdoor gym to support regulation.

Alternatives to physical intervention

- Use clear communication (verbal and non-verbal) using minimal language – sometimes saying nothing at that time is better;
- PACE;
- Remain calm and speak calmly;
- Give space and time;
- Make the environment safer by moving furniture / objects;
- Use positive touch to guide or escort pupils to somewhere less pressured;
- Remove an audience or take vulnerable pupils to a safer place;
- Use diversion techniques including a change of face.

Risk Assessments

All students have a risk assessment. These include important information including Interventions, pupil presentation in each zone, strategies and the pupil's individual toolkit. This is an invaluable document as it contains key information including triggers and strategies to support. This document should be regularly updated (**termly and after major incident**), and referred to as it will help inform staff of best strategies to support the pupil. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. For example, it might say “Do not remove items from me,” or “Give me space.”

Physical Restraint

At Hillcrest we will only use physical restraint as a last resort when there is no realistic alternative. Staff will dynamically risk assess and choose the safest option for the students, other students and staff. **Staff will follow the Student in Distress Flowchart.**

We must always consider a physical restraint should be **reasonable, proportionate and necessary**. Staff should always communicate their intentions with the pupil so that they are prepared. Clear communication is imperative. Dignity should be considered and maintained at all times.

Staff will use Team Teach approved guides and holds:

- Caring C guide;
- Single elbow;
- Single elbow to chair/beanbag;
- Help hug;
- Guarding shield;
- Half shield;

Responding to emergencies

Even the best planning systems cannot cover every eventuality and Hillcrest recognises that there are unforeseen or emergency situations in which staff have to think on their feet. The key principals are that any physical intervention should be:

- in the best interest of the child;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective.

Wherever a physical intervention has to be made there should be a verbal warning. Where possible, staff should always attempt to use diversion or de-escalation in preference to physical interventions. They should only use the techniques and methods approved for use through Team Teach.

Recording

Whenever physical intervention is used, the incident must be recorded using CPOMS (SLT to be informed) as soon as possible – before the close of school day. Any staff involved must be copied in so that they can check for accuracy and make additions if appropriate. Alison Miller (SLT and Team Teach trainer) will review all physical interventions on CCTV as soon as possible (on the day or first thing the next morning). In Alison Miller's absence or if Alison Miller is involved in the incident, the CCTV will be reviewed by Nicole Mallaby (Team Teach trainer). Observations, actions and next steps will be shared on CPOMS. Lessons learned process to be carried out if deemed necessary.

Records must be kept and be accessible for 75 years after the child's date of birth.

If an injury occurs during the use of Team Teach techniques it must be reported to Team Teach.

All incidents of restraint must be reported to parents/carers, social workers, ESLAC.

Follow up

- Record on CPOMS;
- SLT/Team Teach trainer to review physical intervention on CCTV and actions to be put in place;
- Lessons learned process where deemed necessary;
- Debrief with staff team;
- Debrief with student;
- Update risk assessment where necessary;
- Multi-disciplinary support for complex case;
- Positive Handling Plan to be put in place if there are consistent incidents.

DOCUMENT HISTORY – VERSION CONTROL

Item	Change	Date of Update	Document Version
Whole Policy	Added PACE to de-escalation and prevention, alternatives to physical intervention. Updated Risk Assessments. Updated guides and holds to reflect staff training. Follow up changed and updated.	20.09.22	V2