



DURANTS SCHOOL – POLICY DOCUMENT

Use of Physical Intervention

March 2023

Reviewed & updated: March 2023 (Rachel Carli)

Next review date: March 2024

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 Durants School we recognise that some of our pupils have severe behavioural difficulties and may sometimes need isolation and support interventions as a last measure. The law says that it is acceptable to use restrictive physical interventions to:-

- Prevent injury to themselves or others
- Protect people from danger
- Prevent serious damage to property

This policy aims to make it clear who is permitted to use 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 and the guidelines on promoting positive behaviour. 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 a holistic PRICE best interest intervention on the use of positive behaviour management strategies. This will be done in full consultation with parents.
- The use of restrictive physical interventions will only be used for pupils who have a Positive Behaviour Support Plan and risk assessment that clearly states when and how this would be an appropriate strategy to use and which particular PRICE physical intervention, unless in the event of an emergency (see section of unforeseen or emergency situations).
- Restrictive Physical Interventions are only used as a last resort or as part of a planned strategy.
- Staff expected to implement such strategies must have had appropriate training first.
- The school endorses methods of restrictive physical interventions taught by “PRICE 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 PRICE and strategies listed in an individual’s Positive Behaviour Support Plan.
- Consent must first be obtained from the Headteacher and Parents before physical interventions are used, through the Positive Behaviour Support Plan process unless in an emergency situation. Following the event of an emergency situation the Positive Behaviour Support Plan must be updated and agreed by the Headteacher and parents.

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- Staff will use techniques as trained.
- 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 PRICE strategies (such as de-escalation techniques) have been tried and been found to be unsuccessful.
- Staff are only allowed to intervene in order to keep the pupils, or others, safe. It is never punitive and will only ever be used in the pupil's best interests.

Procedures

Individual Pupil Folders

- Each class has individual pupil folders in which information relevant to that pupil is kept and is readily accessible to class staff. PBSP/Individual Risk Assessments (Proforma for assessing and managing foreseeable risks for children who present challenging behaviours) and Crisis Management Plans are also in these folders. These documents will outline the physical intervention techniques that may be used for individual pupils as part of a planned strategy.
- This folder also contains individual behaviour logs for challenging behaviour which includes a section for when physical interventions have been used.

Positive Behaviour Support Plans and Individual Risk Assessments

- PBSPs identify when an individual's behaviour makes it necessary to consider the use of supportive physical interventions after all de-escalation techniques have been unsuccessful.
- All identified behaviours necessitating the use of physical interventions are formally risk assessed as part of the PBSP process. The resulting risk management strategy is compatible with a positive behaviour support policy and using PRICE principals.
- Planned use of physical interventions must clearly be in keeping with the pupil's EHCP and individual education plan. The PBSP/Individual Risk Assessment forms should be part of the annual review process.
- Parents will be consulted as part of the PBSP process. After the meeting the new PBSP will be sent home for parents to add their views. Their views will be incorporated into the PBSP as necessary and a further meeting will be called if appropriate.

Reporting and Recording the use of Physical Restrictive Interventions

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- All incidents requiring the use of physical interventions should be clearly and systematically documented and reported to the Headteacher via the Senior Leadership Team.
- All incidents or accidents occurring as a result of pupil behaviour should be recorded in the individual pupil behaviour logs and/or AF1 forms as necessary.
- 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.

The use of Physical Restrictive Interventions in unforeseen and emergency situations

- Durants 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 outlined in the reporting and recording the use of physical restrictive interventions above.

Post Incident Support*

- The support system for staff should be initially with the class team, then with the Head of Department and finally with the Deputy Head/Behaviour Co-ordinator or 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 PBSP. Parents/Carers must be informed of such an incident.
- The school first aiders will provide first aid for any injury to pupils or staff.

* See addendum post incident support & debrief form

Staff Training

- Staff involved in implementing planned use of supportive 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 "PRICE" training providers. This training will be kept updated as appropriate.
- There is a rolling programme of training in physical interventions so that all staff working with pupils for whom it is necessary can be fully trained.

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Good Practice

- Regular class team PBSP meetings are held to review strategies and risk assessments.
- The school recognises the knowledge parents have of their children and will work closely and in partnership with them to ensure that pupils needs are most effectively met.
- All staff will have been trained in preventative and proactive strategies for managing challenging behaviour.
- PBSPs will be shared with all staff working with individual pupils.
- All staff will be expected to support the use of supportive behaviour management strategies as part of a planned response to managing individual behaviours. These will be simple and safe forms of intervention taught by “PRICE”.
- Staff will have the opportunity to discuss challenging behaviour and management strategies at PBSP meetings.
- Staff will use recording and reporting systems properly.
- Staff will feel confident and competent to employ strategies outlined in the PBSPs, including the use of isolating and supporting interventions when appropriate. For interventions requiring isolation staff should refer to the school’s “Use of Quiet Rooms” policy.

Behaviour Log - Class

This form is used to record and analyse behaviour. Please answer as accurately as possible, there is a comment section provided at the end of the form to allow for a more detailed description where appropriate.

*Required

1. Date *

Example: 7 January 2019

2. Time *

Example: 8.30 a.m.

3. Pupil Name *

Mark only one oval.

☐ A

☐ B

☐ C

☐ D

☐ E

☐ F

☐ G

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4. Setting (Select one or more) *

Tick all that apply.

- ☐ Classroom
- ☐ Playground
- ☐ Hall
- ☐ Corridor
- ☐ Gym
- ☐ Minibus
- ☐ Transport
- ☐ Toilet
- ☐ Out and About

Other: ☐ _____

5. Trigger/Antecedent - What happened immediately before the behaviour occurred? (select one or more) *

Tick all that apply.

- ☐ Transition
- ☐ Start of activity/task
- ☐ Mid activity
- ☐ End of activity/task
- ☐ Item given/taken away
- ☐ Interaction initiated/ended
- ☐ Request/instruction given by staff
- ☐ Pupil request denied
- ☐ Waiting
- ☐ Change in noise level
- ☐ Change in lighting
- ☐ Peer behaviour

Other: ☐ _____

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6. Behaviour/Action - What did the pupil do? (select one or more) *

Tick all that apply.

- ☐ Shouting/screaming
- ☐ Pulling/grabbing body
- ☐ Removal of clothing
- ☐ Drop/roll on floor
- ☐ Push
- ☐ Hitting
- ☐ Hitting with object
- ☐ Throw object small (e.g. timer)
- ☐ Throw object big (e.g. Chair)
- ☐ Kicking
- ☐ Refuse to comply
- ☐ Spitting
- ☐ Self-harming
- ☐ Pulling/grabbing hair
- ☐ Walk/run away
- ☐ Head-butting
- ☐ Damage to resources/property
- ☐ Verbal abuse (peer)
- ☐ Verbal abuse (staff/other)
- ☐ Biting

Other: ☐ _____

7. Response - How did you and/or the pupil respond (select one or more) *

Tick all that apply.

- ☐ Distraction/Redirection
- ☐ Pupil requested break/activity
- ☐ Directed Break (with staff)
- ☐ Directed Break (isolated)
- ☐ None (ignored/waited for behaviour to stop)
- ☐ Change of staff
- ☐ Taken to toilet (dignity)
- ☐ Loss of reward, preferred item or activity

Other: ☐ _____

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8. How long did the behaviour(s) occur for? *

Mark only one oval.

- ☐ Less than 1 minute
- ☐ 1-2 minutes
- ☐ 2-5 minutes
- ☐ 5-10 minutes
- ☐ 10-20 minutes
- ☐ More than 20 minutes

9. Was physical intervention required? (if "Yes" please fill out physical intervention record separately) *

Mark only one oval.

- ☐ Yes
- ☐ No *Skip to question 14*

Physical
Intervention
Record

This section will allow you to record more details on the use of physical intervention if it was required when managing a behaviour

10. PRICE technique(s) used? *

Tick all that apply.

- ☐ Phase 1
- ☐ Single embrace
- ☐ Adapted embrace
- ☐ Side hug
- ☐ Adapted side hug
- ☐ Shepherding
- ☐ Phase 2
- ☐ Figure of four
- ☐ Cupped hand
- ☐ Breakaway technique

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11. On how many separate occasions was physical intervention required? *

Mark only one oval.

- ☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8
☐ 9
☐ 10
☐ 10+

12. Names of staff involved *

13. Was an AF1 form required? *

Mark only one oval.

- ☐ Yes
☐ No

Use of Quiet
Room

Please upload a copy of the completed "Quiet Room Recording Form" for the incident if it was used

14. Quiet Room Recording Form

Files submitted:

Behaviour Log - Class

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15. Comment - Please give any further description/details that you feel are relevant

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POST-INCIDENT SUPPORT & DEBRIEF FORM

Outline the aims of the debrief;

- 1. To provide immediate support to those involved and assess their health and wellbeing**
- 2. To gain a better understanding of what happened**
- 3. To talk about steps we can take to prevent or reduce the likelihood of this happening again**
- 4. To outline future support and actions required to achieve this**

IN ATTENDANCE AT MEETING:

Teacher(s):	
Support Staff:	
Member(s) of SLT:	
Other:	

INCIDENT INFORMATION:

Date of Incident:	
Time of Incident:	
Name(s) of pupil(s) involved:	
Class:	

HEALTH AND WELLBEING CHECK:

Were/are there any injuries? (If yes, was AF1 completed?)	
Have all those involved had a break / time away? (If no, offer)	

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Do you feel safe and well enough to continue working? (If no, individual(s) to be debriefed separately)	
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DESCRIPTION OF INCIDENT:

Allow staff to answer the following questions and describe the incident as they experienced it. Listen, refrain from judgements or corrections and ask open-ended questions to help give more detail to the description.

Nature of incident (tick all those appropriate and ensure relevant forms have been completed e.g. AF1/CPOMS/QR Recording Form)	Physical Intervention <input type="checkbox"/> Use of Quiet Room/Seclusion <input type="checkbox"/> Use of Safe Space <input type="checkbox"/> Medical emergency <input type="checkbox"/> Self-harm/injury <input type="checkbox"/> Physical harm to others <input type="checkbox"/> Property damage <input type="checkbox"/> Room evacuation <input type="checkbox"/> Other (specify)..... <input type="checkbox"/>
Were there any recent significant events? (within the last 24hrs-1 week)	
Who was present at the time?	
Describe the pupils' mood before the incident	
What was the pupil doing before the behaviour/incident started?	
What happened immediately before the incident? Were there any potential triggers?	

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(Sensory input, behaviour of others, demand/instruction)	
What was the pupil doing at the time the behaviour/incident started?	
Full description of the incident/behaviour	

DESCRIPTION OF INCIDENT (cont.)

How long did the incident/behaviour last for?	
Was this a familiar or new/different incident/behaviour?	
What happened as a response to the behaviour? (What did you or others say or do, reaction of other pupils etc)	

REFLECTION ON INCIDENT

What were the main issues/challenges facing you during the incident?	
Which of the responses/strategies were effective in	

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managing the incident/behaviour? Why? Could this have been used earlier?	
Were any of the responses/strategies not effective? Why? Is there anything you could have done instead?	
Were any restrictive interventions used? If yes, why?	

FUTURE SUPPORT & ACTION PLAN

Work with staff involved to think about ways to prevent or reduce the likelihood of a similar event moving forward and any support or training they may need to achieve this. In particular, highlight aspects of their response that worked well and praise them for their handling of the situation.

What went well for you today? How can the response be strengthened?	
What was less effective today? Can this be removed/adapted?	
What issues/challenges need to be addressed to prevent/reduce the likelihood of a similar incident?	
What ongoing support can be given to achieve this? Is there any training that would help to achieve this?	

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Any other comments/considerations?	
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SUMMARY OF ACTIONS

ACTIONS	PERSON(S) RESPONSIBLE

SIGN BELOW TO RECOGNISE AGREEMENT OF ACTIONS

Debriefing carried out by Date

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Person(s) being debriefed Date

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