



Physical intervention and Intimate Care Policy

Adopted by Governors: February 2016

Signed by Chair of Governors:

Review Date: February 2018

This policy has been developed and informed by the joint guidance issued by the DfE and Department of Health, 'The Use of Reasonable Force to Control or Restrain Pupils' 2013 and The Education and Inspections Act 2006 section 93. It has been considered by all staff and governors of Buckfastleigh School.

The policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils.

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and pupils.

Objectives

Good personal and professional relationships between staff and pupils are vital to ensure good behaviour in school. It is recognised that the majority of pupils in our school respond positively to the discipline strategies and control practised by staff. This ensures the well-being and safety of all pupils and staff in school and is underpinned by our school values and mutual respect between adults and children in our setting.

The Buckfastleigh Way:

Always be polite and show good manners.

Be a positive role model to others.

Treat others as you would like to be treated yourself.

Always try your best and challenge yourself in your learning.

Be proud of what you do.

It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. Buckfastleigh School acknowledges that physical interventions are only a small part of a whole setting approach to behaviour management.

Every effort will be made to ensure that all staff in this school:

(i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary

(ii) Are provided with appropriate training to deal with these difficult situations.

Physical intervention can be used when:

Within a school setting all staff have a duty of care for the pupils. In order to keep them safe action may be taken to physically intervene if it is in the child's best interest. It is always imperative that these actions, if taken, are **reasonable, proportionate** and **necessary**.

Such occasions may include:

- When pupils are putting the safety of themselves or others at risk.
- When a pupil is threatening or attempting to leave the site and if he/she did so, would place themselves at risk. Or if a younger or vulnerable pupil who has left the site has been stopped but refuses requests to return to school.
- To prevent serious damage to property.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on individual circumstances, our understanding of the children in our care and an awareness of their specific needs.

The emphasis should always firstly be on preventative measures such as environmental management, diffusion and de-escalation strategies before using physical intervention; unless imminent risk necessitates a swift reaction to avoid harm.

The skills of guiding, safe touch and holding are acts of care which combine with calming diffusing and problem solving to keep the pupils in our care safe. In all circumstances the safety of both children and staff are equal and safety is paramount for both.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers/school staff at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either 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 where a student needs to be restrained to prevent violence or injury.

Reasonable in the circumstances means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as gently leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting, if a child is attempting to leave the site and putting themselves at risk or causing harm to themselves or to prevent serious damage to property

Physical intervention uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property.

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.

All the techniques used should take account of a young person's:

- Age
- Gender
- Level of physical, emotional and intellectual development
- Special needs
- Social context

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Minimising Risk

Buckfastleigh School strives to create an environment that minimises the risk of incidents arising that may require the use of physical intervention. The site has regular risk assessments to ensure the safety of the pupils. Through the PSHE curriculum pupils learn about feelings and managing conflict, appropriate to their level of development. The ethos further promotes independence, choice and inclusion; pupils are given maximum opportunity for personal growth and emotional wellbeing.

For pupils who have needs which may increase the likelihood of challenging behaviour, or children who have previously displayed behaviour that has necessitated physical

intervention an individualised positive handling plan will be developed by teaching staff and SENDCo alongside parents to outline risks, triggers, calming strategies and appropriate actions. This form of personal risk assessment provides a planned approach and system of response.

Procedures

Physical intervention will only be applied in extreme circumstances as outlined above and in a majority of cases the child will either be allowed to move to a 'safe place' for timeout to cool off or calm down. They may need time away from staff and pupils either on their own or in another class/group in order to break the cycle of their behaviour or to reduce their level of anxiety/distress. The arrangement of "quiet time" can be negotiated between the child and staff involved.

Alternatively to make the space safe it may be necessary to temporarily remove the other pupils until the child is calm and able to move safely to an alternative quiet space.

For some children with a positive handling plan, planned physical intervention strategies will be carried out in accordance with the plan.

In an emergency physical intervention situation the staff members best judgement must guide their actions in accordance with the detail above and in accordance with any staff training.

Wherever possible assistance will be sought from another member of staff.

Recovery

It is recognised that after experiencing physical intervention the child will require recovery time in a calm space away from any potential triggers to calm thoroughly before talking through the event with a member of staff to debrief the incident. It is recognised that the amount of time required will depend on the individual and circumstance. It is hoped that in a majority of cases the child will resume their normal daily routine or previous activity as soon as possible.

Recording

Where physical control or restraint has been used, a record of the incident will be kept. The form (appendix A) is kept with each class teacher and once completed should be given to the Head Teacher. This record should be kept in the Safeguarding file located in the Head Teacher's office.

Recording documentation will be completed as soon as possible after the incident, prior to staff going off duty and be signed by all staff involved and the Headteacher.

The parents/carers should be contacted either by telephone or at the end of the school day to inform them of events and procedures followed.

Where a child has a positive handling plan (appendix B) parents/carers should be asked to sign a brief resume of events held in the classroom on the positive handling plan before the staff member files the full recording documentation. This can then be used when reviewing the plan in the future. If an ABC behaviour chart (Appendix C) is used for the child this should also be completed.

Monitoring

Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil's whose behaviour may require the use of an individual behaviour plan and/or a positive handling plan.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs.

For children who have a positive handling plan in place monitoring of this along with the ABC behaviour sheets should be used to identify triggers, strategies and ways forward.

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

Visits Out of School

Our equal opportunities policy states that all pupils should be included in all curriculum activities. However, Health and Safety remains a priority and staff should carry out individual risk assessments for pupils that may find the experience challenging. Staff should consider the possible dangers and emergency procedures prior to each visit as part of their routine assessment and with regard to the school's Policy for the Management of Outdoor Education and Off-site Visits.

Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Where the nature of any complaint made by a pupil, parent or other person in relation to the use of physical intervention within the school indicates that an allegation of mishandling by a member staff is warranted, the school's complaints policy will be followed.

Intimate Care/Toileting

Intimate care is any care which involves washing, touching or carrying out an invasive procedure (such as cleaning up a pupil after they have soiled themselves). In most cases such care will involve supervising or supporting cleaning for hygiene purposes as part of a staff member's duty of care. In the case of a specific medical procedure only a person suitably trained and assessed as competent should undertake the procedure.

The issue of intimate care is a sensitive one and staff will at all times be respectful of the child's needs. The child's dignity should always be preserved with a high level of privacy, choice and control. There shall be a high awareness of child protection issues. Staff behaviour must be open to scrutiny and staff must work in partnership with parents/carers to provide continuity of care to children/young people wherever possible. Staff who provide intimate care are suitably trained to do so and are fully aware of best practice. Apparatus will be provided to assist with children who need special arrangements following assessment from physiotherapist/ occupational therapist as required.

The child will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for him/herself as he/she can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child.

Each child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many carers might need to be present when a child is toileted. Where possible one child will be catered for by one adult unless there is a sound reason for having more adults present. If this is the case, the reasons should be clearly documented.

Wherever possible the same child will not be cared for by the same adult on a regular basis; ideally there will be a rota of carers known to the child who will take turns in providing care. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing, whilst at the same time guarding against the care being carried out by a succession of completely different carers.

Parents have a role to play when their child is still wearing nappies. The parent should provide nappies, disposal bags, wipes, changing mat etc. and parents should be made aware of this

responsibility. Schools are responsible for providing gloves, plastic aprons, a bin and liners to dispose of any waste.

If a member of staff has any concerns about physical changes in a child's presentation, e.g. marks, bruises, soreness etc. s/he will immediately report concerns to the appropriate manager/ designated person for child protection.

If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution. Staffing schedules will be altered until the issue(s) are resolved so that the child's needs remain paramount. Further advice will be taken from outside agencies if necessary.

If a child makes an allegation against a member of staff, all necessary procedures will be followed (see Inter - Agency Child Protection Procedures for details)

All details regarding intimate care will be documented using our intimate care plan (Appendix D) and an appropriate record of number of changes and support given will be kept.

What about other physical contact with pupils?

There are occasions when physical contact, other than reasonable force, with a pupil is appropriate, proper and necessary to building good relationships within the school.

Examples of where touching a pupil might be proper or necessary include:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

At all times staff should be aware that this touch is reasonable, proportionate and necessary and part of the positive relationship built between pupil and staff and follows all school guidelines and policy.

Date: 1st February 2016

Review:

Appendix A



Appendix C

INCIDENT REPORT (involving physical restraint)

Date:		Reported by:	
Name of young person:		Location:	
D.o.B.			
Other yp involved:		Staff involved:	
Time incident began:		Time incident finished:	

Describe briefly what led up to the incident:

What steps did you take to de-escalate:

Warning	Reassurance	Distract	Divert
Instruction	Choice	Humour	Asked to stop

Describe the incident itself (keep your description factual but use additional sheet if necessary):



Reasons for intervention:			
Actual injury to self		Actual damage to property	Potential injury to student(s)
Actual injury to staff		Potential injury to self	Potential damage to property
Actual injury to student(s)		Potential injury to staff	Potential risk due to leaving site

Positive handling strategies used:				
Mild	Arm	Sitting	Wrap	Length of restraint:
Firm	Single elbow	Kneeling		
	Double elbow	Standing		

Adults involved:

What happened after the incident (what debriefing took place)? To include agreed outcomes of debriefing

Appendix B

Buckfastleigh Primary School Positive Handling Plan						
Childs Name:	D.O.B	Date put in place:				
Date to review:						
When might handling be needed and why? The circumstances and behaviours that concern us are:						
What could we try first? (if possible)						
Give Time		Distraction		State alternative/consequences	Repeat request	Other
Give Space		Reassure/Remind		Other staff intervention	Remove stimulus	
Talk Calmly		Give a count		Praise of the partial compliance	Clear oral warning	
If we have to hold the child how will it be done?						
Lap over		Safe wrist hold				
Safe wrist hand hold		Safe double wrist hold				
Other						
Talking about what happened:						
Record:						
Signatures: Parent/Carer Headteacher				Teacher TA		

Appendix C

<i>'s Observation Record</i>				
Date & person reporting	Setting – Where did this occur?	Trigger – What happened immediately before the event?	Action – What actually happened. What did the child do?	Result – What happened as a consequence or to move the child on?

Appendix D

Intimate Care/Toileting Plan

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Childs name: D.O.B

Name of staff involved:

Area of Need .
Actions to reduce risk of accidents
Equipment required latex gloves for adult wet wipes (flushable if possible) Change of clothes Bags to send wet/soiled clothes home Bags for any bodily waste for appropriate disposal.
Location of suitable toilet facilities
Support Required How to record Advice Signed: Parent: TA's Classteacher: SENCo: Date for review: