



**Discovery Schools**  
Academy Trust



**Mowmacre Hill**  
Primary School

# Physical Intervention Policy

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**Prepared by:** M Williams  
**Head Teacher:** Mr. Mathew Peet  
**Approved by:** Advisory board

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## 1. Introduction

Mowmacre Hill Primary School has a strong ethos of respect for all stakeholders, and through high expectations of behaviour we strive to ensure that all children are given every opportunity to reach their potential.

Physical intervention should be limited to emergency situations and used only as a last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. Physical intervention enables teachers and other members of staff in the school, authorised by the Headteacher, to use such force as is reasonable in the circumstances, and where it is necessary to intervene physically to prevent:

- An individual hurting themselves and/or others
- Absconding
- Putting themselves and/or others at risk
- Damaging school property
- Causing serious disruption to the learning of others or the day to day management of the school

## 2. Linked policies

This policy should be read in conjunction with the following policies:

- Behaviour policy
- SEND policy
- Safeguarding policy
- Mental Health policy

## 3. Aims

When employing physical intervention, staff share common values that include a commitment to operate within the law and to provide a service that adheres to accepted professional standards at all times. This policy aims to:

- Ensure the use of physical intervention is lawful and used as a last resort
- Ensure the safety of pupils and staff when physical intervention is required to manage serious challenging behaviour
- Protect all pupils against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful
- Provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal with challenging behaviour effectively
- Ensure the use of physical intervention is monitored and plans are designed to support the reduction in its frequency and duration of use

## 4. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)

## 5. Purpose

School staff can use reasonable force to either control or restrain pupils as a last resort and when other strategies have failed. In the majority of incidents consistent application of the school's behaviour policy and positive management techniques are successful in resolving conflicts.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. However, incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When physical intervention is necessary, it is applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control and help them find a better way to deal with the situation.

Physical intervention is not used as a form of punishment. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise. Staff should always act within the School's policy on behaviour, particularly in dealing with disruptive behaviour.

## 6. Training of staff

A calm considered approach to any physical intervention is always necessary. When circumstances justify, staff can intervene in order to keep pupils and the wider school community safe. According to the DFE, 'All members of school staff have a legal power to use reasonable force.' (Use of reasonable force, 2013 and Section 93, Education and Inspections Act, 2006).

Mowmacre Hill Primary School has adopted the techniques of Pivotal MAPA (Management of Actual or Potential Aggression). A number of staff members have MAPA training - Appendix 1 shows the staff members MAPA trained. Once trained, staff members are required to attend a 6-hour refresher course annually. This programme is designed to consider the care, welfare, safety and security of pupils as well as defuse challenging situations. Pivotal MAPA also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others. The use of force must be reasonable, proportionate and necessary.

Pivotal MAPA provides a gradual, graded system of response proportionate to the situation, task and individuals involved. There is an emphasis on appropriate and targeted verbal and non-verbal communication as well as de-escalation strategies. All staff are aware of the distinction between physical contact or touch, used appropriately in everyday situations to support, encourage, guide or comfort a pupil, and the use of force to restrict movement or to disengage from pupils whose behaviour presents a clear risk of injury

The Head Teacher in consultation with the SENDCo decide which staff will require Pivotal MAPA training in order to meet the needs of the pupils they work with. This is evaluated and reviewed on an individual pupil basis.

## 7. Safe Spaces

At Mowmacre Hill Primary School there are two safe space rooms. These are a space where children can safely calm from crisis behaviours and/or are feeling anxious and need a room to calm down. These spaces are viewed as a safe environment for children to calm from crisis and. Under no circumstances should staff send children to the safe space as a form of punishment.

Children are encouraged to ask to go to the safe space when they are displaying crisis behaviours and need some time away from their peers. Some pupils will ask to go to the safe space during times of stress. In this instance they may choose to be alone or not and they may choose to have the door open or closed. On occasion staff will direct pupils to the safe space using language and/or visual communication aids. Where pupils respond positively to this direction they may choose to be alone or not and they may choose to have the door open or closed.

There are some occasions where a small number of pupils display crisis behaviours before choosing or being directed to the safe space. On these occasions staff may choose to make the environment safe by asking other pupils and staff to go to an alternative room. Alternatively, staff may choose to physically escort the pupil to the safe space in order to manage the crisis behaviour and make the situation safe. Although, staff must consider the following before physically escorting a pupil:

- Physical intervention is the last resort. Staff are confident that there is no alternative approach available to manage the situation.
- Physical intervention needs to be reasonable, proportionate and absolutely necessary.
- Staff physically intervening need approach the behaviour calmly and objectively and in the best interests of the pupil.

In the event that staff do physically intervene they should always be intending to escort the pupil to a safer space, i.e. an environment where the risks associated with the behaviour are reduced for all concerned. This would involve staff guiding or escorting the pupil to a safe space. Once in the safe space staff need to decide to either:

- 1) Remain in a physical restraint because pupil is at risk of absconding.
- 2) Disengage and give the pupil space.

When staff disengage from physical intervention it is always the intention that a member of staff remains in the safe space with the pupil. In the event that the staff member perceives that by remaining in the room they are placing themselves or the pupil in danger then the staff member should move to the doorway. The door should not be closed on the safe space room unless the adult perceives an immediate threat of being assaulted by the pupil. In the event that the staff member believes that their presence in the room is exacerbating the crisis they may step outside the room. It is desirable at this point that there is a change of face and that someone new can join the pupil inside the room, however, there are circumstances where the presence of any adult inside the room causes the pupil further anxiety, prolonging the crisis behaviour. In these instances, staff may step outside the room as it is in the pupil's best interests to create the environment where they are most likely to calm quickly.

## **8. Recording and monitoring**

Incidents of restraints need to be recorded by staff, using the agreed Hold till Calm (HTC) form kept on the school server. Appendix 1 shows an example of a HTC form This form must be completed within 24 hours of an incident however it would be preferable that this is fully completed by the end of the day of the incident taking place. All staff involved should read and sign the completed paper work to indicate their agreement of content, the HTC form is then stuck in the bound physical intervention book stored in the pastoral office.

The number generated from the completion of the form in the front of the Hold till Calm book should also be written on top of the Hold till Calm form. On the same day of the incident staff should log the outline of the incident on to CPOMs, ensuring all relevant staff are alerted.

Parents/Carers need to be contacted on the day of the incident or as soon as is practicable to inform them that a restraint has taken place. This information needs to be included when and where the incident took place, why physical intervention was used, what physical intervention was used, whether there were any injuries and what follow up action (support and /or disciplinary) was being taken in relation to their child. No message should be left on answer phones about the nature of the incident and instead they should just be asked to ring the school on receiving the message. If they have not got back to school by the end of the day a message in the home school diary or book bag should be used to indicate that there have been issues surrounding their child's behaviour and that we would welcome a telephone call to school to discuss it further. If class teams have left the premises before parents/carers have rang back it is their responsibility to inform the member of SLT or the pastoral team so they can take the telephone call if it comes through.

Following physical intervention, it is important that a restorative conversation is had between the pupil and staff members involved. The purpose of this is to rebuild the relationship between pupil and staff members and to explore what happened in a nonjudgmental way in order to identify new strategies and skills for all concerned so that they are better equipped to deal with challenging behaviours without the need to resort to physical intervention in the future. Some pupils may not have the expressive or receptive skills to fully engage in a repair session. Where this is the case staff should explore alternative strategies such as social stories in order to explain why certain actions are taken and teach better management skills for the future.

Where the safe space is used by pupils in crisis behaviour, patterns should be analyzed over time in order to ensure that there is a consistent pattern of reducing crisis. Where crisis behaviours are increasing staff must review management strategies, particularly de-escalation strategies, in order to ensure that crisis patterns start to reduce.

## **9. Positive Handling Plans**

If deemed necessary by prior knowledge of risk assessments or after any incidence of restraint a Positive Handling Plan (PHP) must be drawn up by the SENDCo, Inclusion Manager and other relevant staff, using the agreed school proforma. PHP are the agreed strategies (non-verbal, verbal and

physical) that aim to support the individual, providing them with a sense of security, safety and acceptance, allowing for recovery and repair, facilitating learning and growth.

PHP's are working documents and must be reviewed by the SENDCo, Inclusion Manager and other relevant staff regularly to ensure that they are still effective and take into account relevant needs of individuals.

In addition to and when deemed necessary a full reflective debrief can be held with all members of staff involved and chaired by a member of the Senior Leadership Team to ensure that triggers can be identified, and points for future development can be agreed and implemented. PHP's will then be updated. Copies of PHP's need to be signed by:

- The class teacher
- The HT or DHT
- The parent/carer (where possible)
- The child (where appropriate)

Schools do not require parental consent to use force on a student but makes policies available to parents. All PHPs should be shared initially with the class team involved with the child and then made available for all on the school's server.

PHPs will be shared with new staff when a pupil transfers between classes and when they transfer to a new school. Consistency of practice will be a focus during transitions.

## **10. Roles and responsibilities**

### **The Advisory Board:**

The Advisory Board helps set down these general guidelines on standards of discipline and behaviour, and, are kept informed of any restraints.

### **Head Teacher:**

The Head Teacher has the responsibility for informing the Advisory board of the rate of incidents of restraint on a termly basis. They must ensure appropriate behaviour records are kept, and reported as per school policy, to the Advisory board. The Head Teacher will read and enforce the school's Physical Intervention Policy.

### **SENDCO:**

SENDCO will update the Physical Intervention policy at least biannually as well as monitor HTC forms and the bound log book on a regular basis and provide written or verbal advice to class teams. On a termly basis and they will meet with key adults and parents to discuss pupils causing concern. The SENDCO will monitor PHP forms on a termly basis and provide guidance and support where required. They will also provide support for day to day incidents of behaviour that requires restraint, including where appropriate debriefing opportunities for staff involved in restraints. The SENDCO will read and enforce the school's Physical Intervention Policy.

### **All staff:**

All staff members are required to record incidents of restraint using agreed method on the school's incident HTC forms and Incident Log book. Staff must share PHPs and/or incidents of restraints with parents/careers.

## **11. Complaints and Allegations**

If a complaint is made, reference is made to the school's complaints procedure and guidance on dealing with allegations of abuse by staff. Further guidance is available in 'Use of Reasonable Force – Advice for Head teachers, Governing Bodies and staff.'

## **12. Review**

This physical intervention policy will be reviewed by the headteacher and the advisory board biannually to ensure it is meeting the needs of the school. At each review, the policy will be adopted by the Advisory Board.



**Appendix 1: Staff members MAPA trained**

<b>Staff Name</b>	<b>Role/Year Group</b>	<b>Expiry Date</b>
Sam Asher	Behaviour Mentor	November 2019
Tim Gilbert	Deputy Head	November 2019
Simone Hill	Foundation 2 TA2	November 2019
Sally-Anne Parker	5MJ TA2	November 2019
Cara Mullan	Foundation 2 Teacher	March 2020
Shilpa Mistry	Year 1 AS TA2	March 2020
Lucy Burbidge	1LB Teacher	March 2020
Danielle Siddon	2DS Teacher	March 2020
Fiona Simmonds	6EE TA2	March 2020
Tina Blair	5AW TA2	March 2020
Rachael Harrison	5MJ TA2	March 2020
William Clarke	4PP TA2	March 2020
Riminl Joshi	Foundation 1 TA3	June 2020
Natalie Barnacle	2EOF TA2	June 2020
Barry Lamble	6BL Teacher	June 2020
Ali Williams	5AW Teacher	June 2020
Sue Edwards	SEMH Champion	June 2020
Estelle Ewing	Assistant Head	June 2020
Mohammed Patel	Attendance Officer	June 2020
Amy Calver	5AA TA2	October 2020
Hayley Lambert	6BL TA 2	October 2020
Lyn Harriman	HLTA	October 2020

**Appendix 2: Hold Till Calm (HTC) Form**



**MAPA – Holding Till Calm  
Incident Report**

<b>Pupil Name:</b>		<b>DOB:</b>		
<b>Location of Incident:</b>		<b>Date:</b>		
<b>Full Names of Staff Involved:</b>				
<b>Start Time of Incident:</b>	<b>End Time of Incident:</b>	<b>Any injuries</b>	<b>Further information re: injuries</b>	
<b>Duration of restraints:</b>		<b>Medical Check:</b>		
<b>External Contact</b>	<b>Date/Time</b>	<b>By whom</b>	<b>To whom</b>	<b>Records Completed</b> Accident Report Racial Incident Report Bullying Incident Report SO2 Other
Parent/Carer				
School				
Social Worker				
Medical Staff				
Police				
Other				
<b>Record of parent contact conversation:</b>				
<b>Environment and Triggers:</b>				
<b>Nature of Risk</b>				
Injury to Person		Serious Disruption		Absconding
Damage to Property		Criminal Offence		Bullying
<b>Describe Precisely what the risk was.</b>				
<b>Who was at risk?</b>				
<b>Managing Risk</b>				
<i>Describe current arrangements in place that have been made to support pupil e.g. Routines, additional staff, the environment, the pupils positive handling plan in an attempt to reduce the risk.</i>				
<b>Diversion, Distraction and De-escalation Attempted</b>				
Verbal advice and support		Firm clear directions		Negotiation
Limited Choices		Distraction		Diversion
Reassurance		Planned ignoring		Contingent Touch

C.A.L.M talking/stance		Take up Time		Success Reminders	
Withdrawn offered		Transfer Adult		Help protocol	
Withdrawn directed		Humour		Other.....	
Reminders about Consequences					

**Physical Intervention Strategies Attempted**

Transitions	Low	Medium	High

Any slips, trips or falls? Did you have to disengage for any reason? Please describe if so.

Small Child	Low	Medium	High
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Standing hold			
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Seated chair hold			
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Seated kneeling hold			
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Young Person	Low	Medium	High
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Standing hold			
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Seated chair hold			
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Strike	Upper	Lower	Combination
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Small Child	Low	Medium	High
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Wrist disengagement			
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Clothes disengagement		
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Hair disengagement		
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Bite disengagement		
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Young Person	Low	Medium	High
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Wrist disengagement			
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Clothes disengagement			
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Hair disengagement			
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Bite disengagement			
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**Was the pupil removed to an agreed place? Yes/No**

Where?

How long for?



**Appendix 3: Positive Handling Plan (PHP)**



**MAPA – Positive Handling Plan**



<b>Pupil Name:</b>	<b>DOB:</b>
<b>Date of Plan:</b>	<b>Review Date of PHP:</b>

**What are common triggers, contexts or environmental factors which have led to a dangerous situation in the past?**

**What does the behaviour look like?**

<b>Escalating Behaviours</b>	<b>Crisis Behaviours</b>

**Key adults who may support:**

<b>De-escalation skills</b>	<b>Try</b>	<b>Avoid</b>	<b>Notes</b>
Verbal advice and support			
Giving space			

Reassurance			
Negotiation			
Choices			
Consequences			
Planned ignoring			
Take up time			
Time-out/time away/out of class			
Transfer adult (fresh face)			
Success reminded			
Simple listening			
Apologising fact finding			
Removing audience			
Others			
<b>Diversions and distractions (Describe interest, words, objects etc. which may divert attention away from an escalating crisis)</b>			

**Praise points/potential strengths (Areas that can be developed further and built upon)**

**Any medical conditions to be taken into account before using Physical interventions?**

**Optional Physical Intervention to be used**

	Low	Medium	High
Disengagements			
Young person Standing Hold			
Young person Seated Hold			
Small child Standing Hold			
Small child Seated Hold (on a chair)			
Small Child Seated Hold (kneeling)			
Other			

**Are there any factors to consider when debriefing? E.g. communication aids, staff etc.**

**How should we record incidents- who, when and how?**

<b>Role</b>	<b>Name</b>	<b>Signature</b>
Headteacher		
SENCO		
Parent/carers		
Teacher		
Support Staff		
Support Staff		