

Physical Intervention Policy

Sweet Futures Limited



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Company Approach

Physical Intervention should not be used unless absolutely necessary, it should not be seen/discussed in isolation but as one strategy available to staff in unsafe situations.

Physical Interventions should always be seen as a last resort when all other strategies have failed.

For the majority of our young people physical intervention will never be required. However, on occasion a young person's behaviour may become challenging and cause immediate risk to themselves, others or property. Keeping the young person, and those around them safe, is essential and this may mean physical intervention is required.

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.

Policy Aims:

- Ensure all use of physical intervention is lawful and is used as a last resort
- Ensure the safety of pupils and staff when physical intervention is required to manage serious challenging behaviour
- Ensure the use of physical intervention is monitored and reviewed to support the reduction in its frequency and duration of use

This policy should be read in conjunction with:

- Behaviour Policy
- Health and Safety
- Safeguarding Policy

The use of physical intervention within Sweet Futures Limited

A calm considered approach to any situation is always necessary. When circumstances justify, staff can intervene in order to keep young people and the wider community safe.

The company provides all staff with training (See below) to support their understanding and safe use of physical intervention.

Types of incident where the use of reasonable force may be necessary fall into the following categories;

1. Emergency Interventions, i.e. a child running on to a road or a pupil engaging in unexpected high-risk behaviour
2. Planned Interventions i.e. interventions that have been planned in response to an identified behaviour. This will be documented as part of the young persons registration and will be reviewed regularly. Permission of parents /carers will always be sought before initiating this as an accepted response.

Teach-Teach (induction and on-going training):

Staff are Team-Teach trained. Team Teach is designed to comprise 95% de-escalation techniques.

Team Teach “: ... promotes the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised.”

Team Teach Website: http://www.team-teach.co.uk/introduction_Aims.html

All staff receive an Initial 6hr Team-Teach training session. Following this, yearly refresher sessions are provided to ensure skills are maintained, Team-Teach techniques continue to be used correctly and new techniques are introduced where necessary.

Arrangement for new staff to receive initial Team-Teach training is made at the earliest convenience.

All staff receive training from an accredited Team-Teach instructor on the background, theory and rationale behind the Team-Teach approach. Further to this training there is a focus upon the use of de-escalation strategies. Understanding of the following safety responses is also included:

- Understanding personal space and body language
- CALM and safe protective stances
- Guides and „Caring C“ hand shapes
- Disengagement from unwelcome grips (arms/neck/head/clothing/body)
- Disengagement from bites
- Disengagement from hair grabs/pulls

All staff receive training from an accredited Team-Teach Instructor in the use of the following restrictive physical intervention techniques:

- Single Elbow Hold/Escorting pupils to safety (1-2 person/use of chairs)
- Double Elbow Hold/Escorting pupils to safety (1-2 person)
- Figure of Four Hold
- T-Wrap (standing/use of chairs)
- Cradle hug (suitable for a smaller child)

Any Physical Interventions used will take into account the young person’s age, cultural background, gender, stature and medical history.

Young people will never be put in a prone (lying) position on either their front or back.

Young people will never be held in a seated double elbow hold due to the risks of positional asphyxia.

The use of physical intervention will never be used as a punishment (this is unlawful).

Physical intervention should not be regularly used to lift a young person from the floor unless they are unsafe.

Strategy

In the event that physical intervention is needed in a one-off situation staff will respond sensitively and professionally. The incident will be reported to a director by staff members who were present during the incident and the young person's parents/carers will be informed on the same day or as soon as is practical.

If a young person requires physical intervention more frequently or when there is clear risk that a young person may repeat a harmful behaviour, a company director will discuss the suitability of our provisions. Our duty to the safeguarding of our young people is our primary concern and the company must always have the best interests of the young person as the primary consideration.

They must pay due consideration to the child's special needs and any physical intervention included should be:

- in-line with Team-Teach guidance and the law
- justified in respect of what is known about the child's special needs based upon multi-disciplinary assessment, alternative approaches/behaviour support which have been

tried and evaluation of the potential risks involved

- chosen based on the minimum degree of force needed for the shortest possible period of time
- based on an individual risk assessment taking into consideration all aspects of Health and Safety in relation to both pupil and staff.

This should be written in collaboration with all members of the team including the pupil (as appropriate) and the parents/carers, in accordance with BSAT/school policy. All Behaviour Plans are recorded on the „School Pod“ system and monitored/reviewed by the class team and the Head of Inclusion and Family Support on the minimum of a termly basis. Following discussion with the pupil's parents (in person) the agreement for communicating incidents of Physical Intervention will be specified on the Behaviour Plan. All incidents of physical intervention will be reported on „School Pod“ on the same day in order to assess progress in the reduction of their use. Following the use of physical intervention pupils should be assessed for signs of injury, pain or psychological distress and these should be recorded on the Incident Form. Any injury sustained to the pupil as a result of physical intervention or concerns about their well-being must be reported to a member of the Senior Leadership Team immediately. Our Behaviour Plans clearly link policy to practice and show the individual approach that has been developed for the pupil. Our individual Behaviour Plans are seen as an integral part of the whole school process of education and care. They are written in conjunction with the pupil's Personalised Intervention Plan (PIP), Statement of SEN/EHCP and the fundamental values and ethos of all BSAT schools.

Our Behaviour Plans are based upon the following criteria:

- In order to reduce the need for restrictive physical intervention, pro-active strategies are employed as a first port-of-call. These include; development of positive reinforcement procedures, environmental manipulations, modifications to teaching strategies and elimination of social, activity-related or biological factors leading to challenging behaviour.

- The plan aims to enhance quality of life through promoting access to the curriculum and meaningful social activity by reduction of the pupil's current barriers to learning and need for restrictive physical intervention.
- A specific target is set which aims to reduce the need for restrictive physical intervention including the teaching of a functionally equivalent behaviour and coping strategies. This will be included on the Behaviour Plan itself or/and as part of the pupil's „Behaviour for Learning“ target on their PIP.
- That individual pupil's challenging behaviours are assessed in order to identify the „function“ of behaviour and interventions are always selected according to the results of this assessment.

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- That the Behaviour plan is based upon changing conditions and approaches toward the child from that of control to one co-operation.

Seclusion and Isolation rooms:

At BSAT schools we have chosen not to provide seclusion/isolation rooms at the current time as our pupils are well provided for and positively managed through the processes identified above.

Transition:

Behaviour management plans 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.

The Role of the Principal and Trustees:

All Trustees and Governors for BSAT should ensure that they have read this document and are familiar with their role in ensuring:

- Policies, procedures and training are effective and comply with the law
- Inter -agency working is in line with statutory guidance – Working Together to Safeguard Children (July 2015)
- Safeguarding arrangements take into account the procedures and practise of the Local Authority and the Local Safeguarding Children's Board
- Effective safeguarding and child protection policy and code of conduct is in place
- Policies and procedures are followed by all staff
- Appointment of a Designated Safeguarding Lead (Louise Kimber)
- The Designated Safeguarding Lead liaises with the local authority and other agencies in line with Working Together to Safeguard Children (July 2015)
- Referrals to social care are made where there are risks of harm
- All staff undertake training and ensure that all training needs are up to date

BSAT Schools:

All schools within BSAT recognise their responsibility to respond appropriately and safely to challenging behaviour within the guidance of the Law.

BSAT Schools will:

- Inform and discuss concerns about a pupils behaviour with parents and work in collaboration with them to achieve positive change
- Provide on-going training and support to staff in the areas of positive behaviour management, safe physical handling, incident reporting and writing individualised behaviour plans
- Monitor incident reporting, and ensure incidents of physical restraint and time-out are recorded and communicated to parents in-line with the recommendations of this policy
- Ensure all learning environments are safe and well-maintained
- Ensure pupils are provided a rich and varied curriculum of learning opportunities and

experiences

Parents and Carers:

Incidents of severe challenging behaviour can have a detrimental effect to family life, well-being and the family's access to the community. We want our parents to feel supported to manage and address problem behaviours effectively in the home environment.

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Any emergency use of physical intervention will be reported to the parents on the same day that it occurred. Any planned use of physical intervention will be clearly stated in the pupil's behaviour plan and discussed with the parents during a planned meeting.

We ask parents to communicate:

- any concerns or problems they have in order for us to offer appropriate support
- any health problems or medications/medication changes that may affect pupil behaviour
- any change in routine that may affect pupil behaviour
- any additional external advice or support they are receiving in relation to challenging behaviour in order to promote consistency of approach

BSAT Senior leaders:

It is the BSAT Head of Schools who are ultimately responsible for the development, implementation and monitoring of behaviour support plans and use of physical intervention in the school environment.

The Head of Schools and Senior Leadership Teams will:

- model and monitor the implementation of this policy
- ensure staff receive Team-Teach training
- hold pastoral meetings 2-3 times each half term at which particular support issues identified from incident reports may be raised for further discussion
- be available where necessary for debriefing sessions with school staff members
- shared information with governors as requested

BSAT Staff:

All members of BSAT staff have a responsibility to protect members of the school community from harm.

In accordance with this policy staff will:

- Follow the guidance of BSAT Behaviour Policy
- Follow the guidance of the BSAT physical handling policy
- Partake fully in Team-Teach training and only use the approved physical handling procedures as outlined in this policy
- Record all incidence of physical intervention on „School Pod“
- Report all emergency use of physical intervention to the pupil's parents on the same day
- Organise meetings with parents to discuss planned physical intervention at the earliest possible convenience (teachers)
- Use the most minimal physical restriction for the shortest possible period of time

Staff will not:

- Use physical restraint as a form of punishment
- Place pupils in the prone (lying) position on either their front or back
- Use physical intervention to lift a pupil from the floor unless they are unsafe or this is indicated in their Behaviour Plan and approved by a member of Senior Leadership
- Use physical restraint to force compliance

Complaints:

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In the event of a legal challenge BSAT/the school would be expected to provide evidence to show how the behaviour procedures promoted the avoidance of harm being caused. Any complaint from a staff member, pupil or the pupil's parents will be speedily and appropriately investigated by a member of the Senior Leadership Team in accordance with the schools complaints policy. Confidentiality will be maintained both during and after the investigation and all parties will be dealt with in a fair and consistent manner. For additional information the Head of Inclusion and Family Support and other members of the Senior Leadership Team, will be available to discuss individual cases of behaviour support and the use of Positive Handling Techniques as required.

Associated Resources and Reference:

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use

it to develop between five and ten essential actions to encourage good behaviour in pupils.
<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

7. Vollmer, T. R., Hagopian, L. P., Bailey, J. S., Dorsey, M. F., Hanley, G. P., Lennox, D., ... Spreat, S. (2011). The Association for Behavior Analysis International Position Statement on Restraint and Seclusion. *The Behavior Analyst*, 34(1), 103–110.
8. <http://uk-sba.org/wp-content/uploads/2016/01/UK-SBA-Position-Statement-on-Punishment.pdf>
9. The Legal Framework for Restraint – safeguarding children and staff. Bernard Allen, (2012) Steaming Ltd
10. Team-Teach Workbook, v2018.2.1

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1. Aims

Our company aims to:

- Have robust processes in place to ensure the online safety of young people, staff, and volunteers
- Deliver an effective approach to online safety, which empowers us to protect and educate our staff, and young people in its use of technology
- Establish clear mechanisms to identify, intervene and escalate an incident, where appropriate

2. Legislation and guidance

This policy reflects existing legislation, including but not limited to the [Equality Act 2010](#).

This policy complies with our articles of association.

3. Roles and responsibilities

3.1 The company board

The company board has overall responsibility for monitoring this policy.

All staff will:

- Ensure that they have read and understand this policy
- Agree and adhere to the terms on acceptable use of the company's IT systems and the internet (appendix 3)

3.2 The CEO

The CEO is responsible for ensuring that staff understand this policy, and that it is being implemented consistently throughout the company.

3.3 The designated safeguarding lead

Details of the company's DSL and deputy are set out in our child protection and safeguarding policy as well relevant job descriptions.

The DSL takes lead responsibility for online safety in the business, in particular:

- Supporting the CEO in ensuring that staff understand this policy and that it is being implemented consistently throughout the company
- Working with the CEO and other staff, as necessary, to address any online safety issues or incidents
- Ensuring that any online safety incidents are logged (see appendix 5) and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are logged and dealt with appropriately in line with the company behaviour policy
- Updating and delivering staff training on online safety (appendix 4 contains a self-audit for staff on online safety training needs)
- Liaising with other agencies and/or external services if necessary

3.4 IT Management

The CEO is responsible for:

- Putting in place appropriate filtering and monitoring systems, which are updated on a regular basis and keep young people safe from potentially harmful and inappropriate content and contact online while at our premises, including terrorist and extremist material
- Ensuring that the company's IT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly
- Conducting a full security check and monitoring the company's IT systems on a quarterly basis
- Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files
- Ensuring that any online safety incidents are logged (see appendix 5) and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the company behaviour policy

This list is not intended to be exhaustive.

3.5 All staff and volunteers

All staff, including contractors and agency staff, and volunteers are responsible for:

- Maintaining an understanding of this policy
- Implementing this policy consistently
- Agreeing and adhering to the terms on acceptable use of the company's IT systems and the internet (appendix 3), and ensuring that young people follow the company's terms on acceptable use (appendices 1 and 2)
- Working with the DSL to ensure that any online safety incidents are logged (see appendix 5) and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy

This list is not intended to be exhaustive.

3.6 Parents/Carers

Parents/Carers are expected to:

- Notify a member of staff or the CEO of any concerns or queries regarding this policy
- Ensure their young person has read, understood and agreed to the terms on acceptable use of the company's IT systems and internet (appendices 1 and 2)

Parents can seek further guidance on keeping children safe online from the following organisations and websites:

- What are the issues? - [UK Safer Internet Centre](#)
- Hot topics - [Childnet International](#)
- Parent factsheet - [Childnet International](#)

3.7 Visitors and members of the community

Visitors and members of the community who use the company's IT systems or internet will be made aware of this policy, when relevant, and expected to read and follow it. If appropriate, they will be expected to agree to the terms on acceptable use (appendix 3).

4. Educating young people about online safety

Young people will be taught about online safety as part of the training program, if applicable:

Young people in **Key Stage 4 and 5** will be encouraged:

- To understand how changes in technology affect safety, including new ways to protect their online privacy and identity
- How to report a range of concerns

The safe use of social media and the internet will also be covered where relevant.

5. Cyber-bullying

5.1 Definition

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. (See also the school behaviour policy.)

5.2 Preventing and addressing cyber-bullying

Staff are encouraged to find opportunities to use aspects of the training program to discuss cyber-bullying.

In relation to a specific incident of cyber-bullying, the company will follow the processes set out in the company behaviour policy. Where illegal, inappropriate or harmful material has been spread among young people, the company will use all reasonable endeavours to ensure the incident is contained and reported to the visiting school/college or parent/carer, where applicable.

The DSL will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if it is deemed necessary to do so.

6. Acceptable use of the internet in the company

All young people, parents, staff and volunteers are expected to sign an agreement regarding the acceptable use of the company's IT systems and the internet (appendices 1-3). Visitors will be expected to read and agree to the company's terms on acceptable use if relevant.

Use of the company's internet must be for educational purposes only, or for the purpose of fulfilling the duties of an individual's role.

More information is set out in the acceptable use agreements in appendices 1, 2 and 3.

7. Young people using mobile devices in company premises

Young people may bring mobile devices into the company premises but are not permitted to use them during working hours.

Any use of mobile devices in the company's premises by young people must be in line with the acceptable use agreement (see appendices 1 and 2).

Any breach of the acceptable use agreement by a young person may trigger disciplinary action in line with the company behaviour policy.

8. Staff using work devices outside working hours

Staff members using a work device outside working hours must not install any unauthorised software on the device and must not use the device in any way which would violate the company's terms of acceptable use, as set out in appendix 3.

Staff must ensure that their work device is secure and password-protected, and that they do not share their password with others. They must take all reasonable steps to ensure the security of their work device when using it outside the workplace.

If staff have any concerns over the security of their device, they must seek advice from the CEO.

Work devices must be used solely for work activities.

9. How the company will respond to issues of misuse

Where a young person misuses the company's IT systems or internet, we will:

Revoke access immediately to the IT systems from the young person

Discuss the issue with the individual and, where applicable, supporting staff from the visiting school/college

Notify either the DSL from the visiting school/college, or the parent/carer in cases where the young person is using the services directly.

Where a staff member misuses the company's IT systems or the internet or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with the staff code of conduct. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident.

The company will consider whether incidents which involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

10. Training

All new staff members will receive training, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation.

All staff members will receive refresher training at least once each year as part of safeguarding training, as well as relevant updates as required (for example through emails, e-bulletins and staff meetings).

The DSL and deputy will undertake child protection and safeguarding training, which will include online safety, at least every 2 years. They will also update their knowledge and skills on the subject of online safety at regular intervals, and at least annually.

Volunteers will receive appropriate training and updates, if applicable.

More information about safeguarding training is set out in our child protection and safeguarding policy.

11. Monitoring arrangements

The DSL logs behaviour and safeguarding issues related to online safety. An incident report log can be found in appendix 5.

This policy will be reviewed every 2 years by the CEO. At every review, the policy will be shared with the company board.

12. Links with other policies

This online safety policy is linked to our:

- Child protection and safeguarding policy
- Behaviour policy
- Staff disciplinary procedures
- Data protection policy and privacy notices
- Complaints procedure
- IT and internet acceptable use policy

Appendix 1: KS4 and KS5 acceptable use agreement (young people and parents/carers)

ACCEPTABLE USE OF THE COMPANY'S IT SYSTEMS AND INTERNET: AGREEMENT FOR YOUNG PEOPLE AND PARENTS/CARERS

Name of young person:

I will read and follow the rules in the acceptable use agreement policy

When I am using the internet at The Shop I will:

- Always use The Shop's IT systems and the internet responsibly and for educational purposes only
- Only use them when a tutor is present, or with a tutor's permission
- Keep my username and passwords safe and not share these with others
- Keep my private information safe at all times and not give my name, address or telephone number to anyone without the permission of my tutor or parent/carer
- Tell a tutor (or sensible adult) immediately if I find any material which might upset, distress or harm me or others
- Always log off or shut down a computer when I'm finished working on it

I will not:

- Access any inappropriate websites including: social networking sites, chat rooms and gaming sites unless my tutor has expressly allowed this as part of a learning activity
- Open any attachments in emails, or follow any links in emails, without first checking with a tutor
- Use any inappropriate language when communicating online, including in emails
- Log in to the shop's network using someone else's details
- Arrange to meet anyone offline without first consulting my parent/carer, or without adult supervision

If I bring a personal mobile phone or other personal electronic device into The Shop:

- I will not use it during working hours without a tutor's permission
- I will use it responsibly, and will not access any inappropriate websites or other inappropriate material or use inappropriate language when communicating online

I agree that The Shop will monitor the websites I visit and that there will be consequences if I don't follow the rules.

Signed (young person):

Date:

Parent/carer's agreement: I agree that my young person can use the company's IT systems and internet when appropriately supervised by a member of staff. I agree to the conditions set out above for young people using the company's IT systems and internet, and for using personal electronic devices in The Shop, and will make sure my young person understands these.

Signed (parent/carer):

Date:

Appendix 2: acceptable use agreement (staff, young people, volunteers and visitors)

ACCEPTABLE USE OF THE COMPANY IT SYSTEMS AND INTERNET: AGREEMENT FOR STAFF/ YOUNG PEOPLE, VOLUNTEERS AND VISITORS

Name of staff member/young person/volunteer/visitor:

When using the company's IT systems and accessing the internet in The Shop, or outside The Shop on a work device (if applicable), I will not:

- Access, or attempt to access inappropriate material, including but not limited to material of a violent, criminal or pornographic nature (or create, share, link to or send such material)
- Use them in any way which could harm the company's reputation
- Access social networking sites or chat rooms
- Use any improper language when communicating online, including in emails or other messaging services
- Install any unauthorised software, or connect unauthorised hardware or devices to the company's network
- Share my password with others or log in to the company's network using someone else's details
- Take photographs of young people without checking with tutors first
- Share confidential information about the company, its young people or staff, or other members of the community
- Access, modify or share data I'm not authorised to access, modify or share
- Promote private businesses, unless that business is directly related to The Shop

I will only use the company's IT systems and access the internet in The Shop, or outside The Shop on a work device, for educational purposes or for the purpose of fulfilling the duties of my role.

I agree that the company will monitor the websites I visit and my use of the company's IT facilities and systems.

I will take all reasonable steps to ensure that work devices are secure and password-protected when using them outside The Shop, and keep all data securely stored in accordance with this policy and the company's data protection policy.

I will let the designated safeguarding lead (DSL) and CEO know if a young person informs me they have found any material which might upset, distress or harm them or others, and will also do so if I encounter any such material.

I will always use the company's IT systems and internet responsibly, and ensure that young people in my care do so too.

Signed (staff member/young person/volunteer/visitor):

Date:

Appendix 3: online safety incident report log

ONLINE SAFETY INCIDENT LOG				
Date	Where the incident took place	Description of the incident	Action taken	Name and signature of staff member recording the incident