



The White Hills Park Federation Trust
A Culture of Excellence

Keeping Classrooms **Safe for Learning and Teaching**

Physical Intervention Policy **(to be read in conjunction with the Child Protection Policy)**

The White Hills Park Federation Trust 2017-2019

Updated: March 2017
Review: April 2019

Keeping Classrooms Safe for Learning and Teaching

Please refer when reading this document to the Nottinghamshire County Council Booklet: Keeping Classrooms Safe for Learning and Teaching available on Wired

All staff have a legal duty of care to avoid acts or omissions that could cause harm to another person, this involves operating in the best interests of children and young people.

A common value base would seek to include the following rights and entitlements:

- pupils and staff have a right to be treated fairly and with courtesy and respect. Positive behaviour management strategies must underpin this approach
- physical interventions must only be used in the best interests of, or out of necessity for the child or young person. Parents and carers should be informed if this happens;
- where possible the child or young person should give informed consent to any agreed intervention or approach;
- where plans are in place to use physical interventions with a child or young person, they should, wherever possible, be involved in making decisions that affect their lives and the way they are treated;
- any physical intervention must be reasonable and proportionate to the circumstance and always be conducted in relation to the child or young person's age, gender, size, health, stage of development and other relevant factors;
- schools have a responsibility to ensure the safety, well-being and training needs of the staff working with the children and young people within them.

Pupils from Nottinghamshire schools identified the following key values and attributes in adults as being “really important” in relation to how they treated young people:

- approachability
- fairness
- consistency
- exciting lessons
- mixed learning styles
- sense of humour
- listen to all sides of a story
- not shout all the time
- should say good morning
- not make assumptions
- reward good behaviour
- understand what young people are like
- tell the truth
- not make promises they can't keep
- take extra time with people that need it

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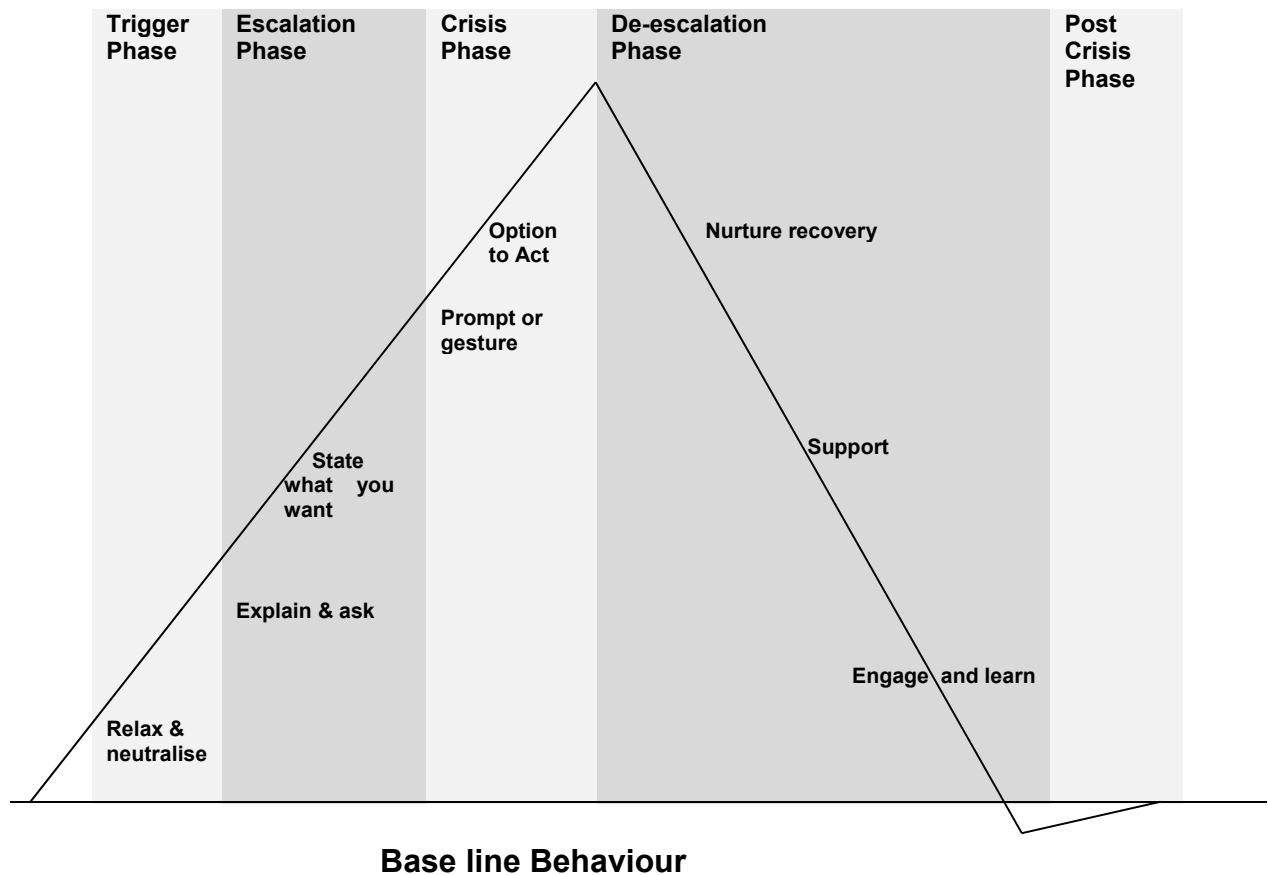
- know a little bit about you

GOOD PRACTICE: Prevention of Challenging Behaviour

- Analyse environmental and personal settings for each child or young person
- Take steps to ensure children and young people are not exposed to situations where personal and environmental conditions occur together
- Identify triggers for aggression and violence
- Avoid the presentation of triggers at critical periods
- Make alterations to the environment to minimise the likelihood of serious harm
- Help the person to develop behaviours that lead to positive experiences
- Consider whether the person's behaviour could be influenced by personal conditions such as hunger, thirst, pain (headache etc), the need to go to the toilet, or environmental conditions such as excessive heat, cold or noise.
- Make options available so that the child or young person doesn't feel boxed into a corner
- Use physical proximity, for example will the person be reassured by contact or would they be more relaxed if left alone?
- Reduce the level of demands for an individual. Many children and young people become agitated and upset if they are asked to do tasks when they are tired or under the weather. For many switching from a high demand task to a lower demand activity may help to guide young people back to baseline
- Change the people who are with the child or young person; this could be staff members or other children and young people
- Be flexible and try to avoid situations based on power struggles

The least restrictive **RESPONSE**® strategy.

Overlaid onto The Assult Cycle (Kaplan & Wheeler 1983)



R Relax and Neutralise: try to respond in a relaxed way that does not focus attention on the behaviour i.e. interact and focus on the person whilst downplaying the behaviour to neutralise its effect. Maintain a neutral response and attempt to positively interact with the person.

E Explain and Ask: explain what you want the person to do. This should be in the form of a request that can be understood by the person to encourage them to behave differently.

S State: state what you want the person to do. This requires a clear and assertive statement that can be understood by the person to encourage them to behave differently.

P Prompt or Gesture: prompt the person to change their behaviour by adding a physical gesture or physical contact to your verbal interactions.

O Option to Act: option to act to interrupt the behaviour and reduce risk. You may be able to justify a physical action to 'disengage' from the person, or to implement some type of restrictive physical restriction in the form of 'safe holding' to reduce the immediate or potential risk(s).

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N Nurture Recovery: nurture the recovery process. This requires staff to work with the person to help them to regain personal control and composure, thus moving towards a lower-risk state of baseline behaviour.

S Support: supporting people after an event is crucial in helping to avoid a repeat incident in the short-term, and to help people to deal effectively with their experience.

E Engage and Learn: engaging with the person at an appropriate time after the event will help them to express their thoughts, feelings and perceptions of the incident and staff responses. This process will encourage reflection and the potential for learning by all parties and offer an opportunity to make complaints. By ensuring a transparent and open approach, staff will benefit greatly by gaining a better understanding and insight into the person and their particular needs.

Any incidents of Physical Intervention must be reported to the Head Teacher/Deputy Head Inclusion who will record and report these incidents in line with Nottinghamshire County Council Policy