



Foxtton Primary School

Physical Intervention Policy
December 2024

Date:	December 2024
Reviewed by:	Lucie d'Heudieres, Janet Muir
Next Review date:	December 2027
Signed:	

School Ethos

At Foxton Primary School, we believe in creating a nurturing and engaging environment that meets the needs of the children in our care. We model our values of respect, responsibility and resilience for the children to embody as well.

Everyone's behaviour is expected to reflect respect for each other and being responsible for our actions and each other's well-being. Resilience enables children to develop as learners who are willing to challenge themselves and keep trying through their learning journey. This combined set of values helps us to maintain a positive environment in which to learn. We have high and ambitious expectations of all children at our school, especially those with special educational needs.

In this policy, you will find the school's policy on the physical intervention of staff according to the Cambridge Therapeutic Thinking guidance.

For more information about our school's policy on behaviour, please see our Positive Behaviour Policy.

Key Terminology

Detrimental behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Consequence: A logical, explainable response to a pro-social or detrimental behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts.

Dangerous behaviour: That which is detrimental and will predictably result in imminent injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes

Dynamic: Any group of people brought together through choice, circumstance or obligation.

Externalising: When a person's natural response to detrimental feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Physical Intervention

When considering the use of physical intervention or restrictive physical intervention there are only three components that can be judged as wrong.

- A negative impact on the process of breathing
- Pain as a direct result of the technique
- A sense of violation

Reasons for physical intervention

'Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.' (Section 74 Behaviour in schools Advice for head teachers and school staff, September 2022)

There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:

- To comfort or reward a student (for example, a pat on the back)
- To direct or steer a student (for example, a hand placement on the shoulder)
- For activity reasons (for example in drama, physical games)

Regardless of age, the use of physical intervention by the staff at Foxton School does not provide intimacy in any way.

Physical intervention will be in the child's best interest and restricted to these circumstances:

- Where prior planning could not have predicted the risk of harm;
- To remove a child from a situation in which they are causing or are imminently about to cause significant physical harm to themselves;
- To remove a child from a situation in which they are causing or are imminently about to cause significant physical harm to others, including other children or staff;
- To remove a child from a situation in which they are causing or are imminently about to cause significant emotional harm to others, including other children or staff e.g. verbal abuse involving swearing and/or discriminatory words;
- To remove a child from imminent danger in case of an emergency e.g. a fire.

Physical intervention will be used as a last resort in response to detrimental and dangerous behaviours that could have been predicted, as an immediate protective consequence. It will

be used if a child is not compliant with adult instructions during displays of detrimental and dangerous behaviours.

For information on our policy of de-escalation, risk reduction and preventative measures, please refer to our Positive Behaviour Policy.

Supporting, Guiding, and Escorting

Physical intervention will be used to support, guide or escort children. The emphasis is on moving children from a high-anxiety or dangerous situation that is causing them to externalise their feelings through dangerous behaviours. The priority is the welfare of the child in a situation where prior planning could not have predicted the risk of harm to themselves or others.

Physical intervention will in no way be used to restrict, restrain, intimidate, punish or contain a child.

Physical intervention may involve these specific techniques:

- offering an arm
- supportive hug (sideways stance)
- supportive arm
- open mitten guide
- open mitten escort
- open mitten escort - paired

Training

Only staff trained in Cambridge Therapeutic Thinking by a trained and registered Cambridgeshire Therapeutic Thinking Tutor may use physical intervention.

The Senior Leadership Team will arrange for the training of staff in Cambridge Therapeutic Thinking every three years. A member of staff may be designated as the Cambridge Therapeutic Thinking Tutor for the school, for which they will receive specialised training and yearly refresher training.

The Cambridge Therapeutic Thinking Tutor for our school is Ms Lucie D'Heudieres.

Recording

All incidents needing physical intervention will be recorded at the soonest possible time by the members of staff involved.

ABC recording sheets (detailed in our Positive Behaviour Policy) are used consistently across the school to allow for staff to document:

- the **A**ntecedent (cause, trigger, time of day, lesson)
- the **B**ehaviour (factual account with specific details and direct quotes where applicable)
- the **C**onsequences (educational and protective, both of which may take effect over days or weeks if applicable)

Parents may be informed of the use of physical intervention after an incident has occurred. The method by which parents are informed will depend on what the teacher(s) involved deem most appropriate for the child.

Reflect, Repair and Restore

After an incident involving physical intervention, a member of staff will support and debrief the child after any significant incident, as it is essential to safeguard their emotional well-being and help them reflect and progress.

The purpose of reflecting is to re-visit an experience by re-telling and exploring the story with a changed set of feelings. During an incident, a child's behaviour may be influenced by anger, frustration or disappointment etc. The purpose of reflection is view the incident when calm, relaxed and reflective so as to learn from the experience and recognise triggers and solutions. The time needed for a child to become calm after an incident will be judged by the staff. Reflection sheets may be used to structure the restorative conversations. Protective and educational consequences may follow, or changes to routine, provision or environment may be made if a pattern of anxiety is observed, as a means to reduce the anxiety of the child and protect all people in the dynamic.

Exceptions

Some children may require a personalised plan (Risk Reduction Plan) that works alongside this policy but with individualised strategies. These plans may involve physical intervention where necessary.

In emergencies (such as a fire) when a child is in danger of grievous harm or death, the staff at Foxton School may use physical intervention beyond what is detailed in this policy if they assess it to be in the best interests of the child.

Further Information

For further information, both internally and externally, we recommend the following policies, websites and agencies:

Foxton Primary School Policies:

- Safeguarding Policy
- Positive Behaviour Policy
- SEND Policy
- Intimate Care Policy
- Complaints Policy

Government Guidance:

[Department for Education, *Behaviour in schools Advice for headteachers and school staff, 2022*](#)

[Department for Education, *Use of reasonable force Advice for headteachers, staff and governing bodies, 2013*](#)