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1.0 INTRODUCTION

This Policy is to be read in conjunction with the Safeguarding Policy

The school has trained tutors in the MAPA method; aims and guidelines central to this approach are incorporated within the policy. Central to this policy is the understanding that any Physical Intervention used by staff must be in accord with the idea of 'Reasonable Force' and used only as a last resort once all other strategies have been exhausted. There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.

It is essential that any discussion of physical intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. 95% of the time there will be no need for physical intervention and other methods can be used.

2.0 USE OF REASONABLE FORCE IN SCHOOL

The document which concerns us most is Section 550A of the Education Act 1996. This led to circular 10/98 which sets out guidelines for the use of reasonable force. The National guidelines are contained in The Children's Act 1989 Guidance and Regulations volume 4 paragraph 1.82-1.91 and 8.10 (HMSO 1991) and in the Guidance on Permissible Forms of Control in Children's Residential Care (Department of Health, April 1993.)

A calm considered approach to the situation is needed. When circumstances justify, staff can:

- Physically interpose between young people.
- Use holding, pushing and guiding.
- Lead a student by the arm.
- Shepherd a young person away by placing a hand in the centre of the back.
- (In extreme circumstances) use more restrictive holds.
- Any necessary action with concept of 'reasonable force'.

Types of incident where the use of reasonable force may be necessary fall into 4 broad categories:



Action due to risk of injury to the young person. Action due to risk of injury to other young people or staff. Action due to significant damage to property. Action where behaviour is prejudicial to good order and discipline in a school context.

Examples of 1, 2 and 3:

A student attacks a member of staff or another student. A student is engaged in or on the verge of starting to damage property. A student is running up and down a corridor in a way that could cause injury.

Examples of 4:

A student persistently refuses to leave the room. A student is behaving in a way that is seriously disrupting the lesson.

Accepted physical interventions used:

Listed below are the accepted MAPA strategies which have been taught to staff.

A range of personal safety responses to deal with:

- Wrist and hair grabs
- Neck holds
- Bear hugs and Bites
- Punches and kicks

A range of guides, escorts and restraints ranging from least intrusive to most intrusive

These provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force. Restraints where 2 people are used will be deemed as a more restrictive hold. As the amount of restriction/ number of people increases so does the risk; staff need to make a risk assessment based on the situation as to the level at which they are going to intervene.

1 Person Standing/ Walking

Side Embrace

Adapted embrace

Side hug

Phase 1 support

2 Person Standing/ Walking

Double embrace

Cupped hands

Scoop

1 Person to Chairs

Adapted embrace

Side hug

2 Person to Chairs or floor

Seated cupped hand



Phase 1 support with leg support (Risk Assessed)

Ground recovery holds are the most restrictive and carry the highest risk. Staff are not taught floor holds, however can be taught if the need is evidenced on a case by case basis. Exceptions may be if the child is already on the floor when a physical intervention has begun, or circumstances are of such high risk that a ground strategy is perceived and documented as being the appropriate strategy to employ.

Training on physical intervention given to staff will include sections on the background, theory and rationale behind the MAPA approach as well as an understanding of personal space and body language before any Physical Techniques are taught.

Any physical interventions used will need to take account of age, cultural background, gender, stature and medical history of the young person involved.

3.0 PLACING PHYSICAL INTERVENTION IN CONTEXT

Physical intervention is never seen in isolation at Hillcrest Shifnal School. It is but one strategy available to staff and should always be a last resort when all other strategies have failed. Physical interventions can be placed in 2 broad categories:

- Emergency Interventions-Emergency interventions will involve staff employing, where necessary, one, or a combination of, the strategies mentioned in the previous section in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response (for example a young person running onto a road.)
- Planned Interventions -Planned interventions will involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section as an agreed response to an identified behaviour. This will be documented in a Positive Behaviour Plan and will be reviewed within annual reviews if appropriate and periodically by the Behaviour Coach. Permission of parents/ guardians and placing authorities will be sought before initiating this as an accepted response. The positive behaviour plan will list the accepted strategies to be used as well as strategies that may be used before hand. A risk assessment will also be completed identifying the risks involved in the procedure as well as the risks involved if a planned physical intervention is not used.
- Physical intervention should be seen in an environmental context. If an appropriate curriculum is in place and there is an emphasis on a total communication environment then the necessity for physical interventions will be reduced.
- The emphasis is placed on strong foundations, followed by planning and then provides some tools that can be used in the event of difficulties.
- Tools or strategies used can be divided into those that are preventative and those that are reactive.
- Preventative strategies need to be:

Clear and understood by all those who come into contact with the individual.

Based on thoughts/discussion about possible reasons for challenging behaviour.

Where possible the functional opposite of the behaviour (functionally incompatible) we are trying to stop. E.g. As simple as if a student is constantly hitting someone then we need to aim for them to be in their seat (if they are in their seat they can't be hitting someone.)



- Reactive strategies need to be:
Clear and understood by all those who come into contact with the individual.
Manageable.
Focussed on the behaviour, not the child, they should not shame the child
Flexible.
Aimed at de-escalation.

4.0 RISK ASSESSMENT

In the case of emergency interventions, staff will make a risk assessment at the time, comparing the risks associated with intervention against the risks of not intervening.

In the case of planned interventions, staff involved with the young person will meet with the member of staff responsible for physical intervention - currently the Head teacher. A Risk assessment form will be filled out prior to a positive behaviour plan.

5.0 REPORTING AND MONITORING OF INCIDENTS

Reporting and monitoring is of paramount importance for several reasons:

Protection of staff and students

Keeps a record of number of incidents so times/areas that most incidents occur can be tracked

Recording and reporting at Hillcrest Shifnal School can be split into categories:

- Pre incident
- Post incident
- Description of incident
- Method of positive intervention
- Outcome of positive intervention
- Re-attunement form completion
- Managers Monitoring of Incident

6.0 TRAINING AND AUTHORISATION OF STAFF

All staff who have satisfactorily completed MAPA training are authorised to use Physical Intervention. A list of staff who have completed this training is held by the Hillcrest's Learning Administrator. Once staff have received their full training, top up training will take place annually

APPENDIX 1-REFERENCES AND LEGAL CONTEXT

This local procedure provides a framework for the use of positive handling within Hillcrest Shifnal School and takes into account information provided in Circular 10/98 (Section 550A of the Education Act 1996) as well as



The Children’s Act 1989 Guidance and Regulations volume 4 paragraph 1.82-1.91 and 8.10 (HMSO 1991) and in the Guidance in -
“Reducing the Need for Restraint and Restrictive Intervention” (DoHSC, DfE, 2019)
“Positive Environments Where Children Can Flourish” (OFSTED, 2018)
“Use of reasonable force in schools” (DfE 2013)

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