

St Matthew's CE (Aided)  
Primary School and  
Nursery Centre

# Safety Intervention Policy

*'To provide quality education for our children in a happy and secure Christian environment, encouraging pupils to achieve their full potential academically, spiritually and socially'.*



Date of policy creation:	Persons responsible for creation:	Approved by:	Date of policy review:
30.10.23	R. Wilson A. Cadman-Smith	The Governing Body	October 2024

St Matthew's has adopted the framework 'Crisis Prevention Institute' (CPI) as our preferred strategy for managing disruptive, aggressive and or violent behaviour. It acknowledges the issue of trauma that children may have experienced and as such considers the impact of the use of safety interventions may have upon those who have experienced adverse childhood experiences and trauma.

The guiding philosophy of CPI, and that of the school, is that we offer:

**CARE** – for all our learners and ensure they are treated with respect, afforded dignity and empathy in a non-judgemental and person-centred approach.

**WELFARE** – ensure learners are offered emotional and physical support and encouraged to develop independent skills, make positive choices to develop positive emotional and physical wellbeing.

**SAFETY** – ensuring our learners are protected, safeguarding their human rights and minimising risk of harm.

**SECURITY** – in the school so that it is a safe place, applying effective approaches to managing challenging situations in a harmonious, collaborative community which fosters positive relationships.

### **Policy Aims**

The aims of this policy are to ensure good personal and professional relationships between staff and learners vital elements to ensure good order in our school. It is recognised that most learners in our school respond positively to approaches practiced by staff. This ensures the well-being and safety of all learners and staff in school. It also acknowledges that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. The school acknowledges that safety interventions are only part of a whole setting approach to behaviour management.

### **What is Safety Intervention?**

Safety Intervention are strategies and approaches applied by trained members of staff when faced with a behavioural crisis that places staff or others at risk of injury. The Safety Intervention approach focuses on the least-restrictive physical intervention to ensure the Care, Welfare, Safety, and Security of those in our care.

This policy has been developed in response to DfE non-statutory guidance 'The Use of Reasonable Force' July 2013 (following the enactment of Section 93 of the 1996 Education and Inspections Act).

### **Implications of the policy**

The 'use of reasonable force to control and restrain learners' (Section 93 of the Education and Inspections Act 2006) enables school staff to use physical intervention as is reasonable in the circumstances to prevent a learner from doing, or continuing to do any of the following:

- Placing themselves at risk
- Placing other learners or staff at risk
- Behaviour leading to serious damage to property or committing a criminal offence.
- Engaging in behaviour that is prejudicial to maintaining the good order and discipline at St Matthew's School or among any of its learners, whether the behaviour occurs in the classroom, during a teaching session or elsewhere within school (including authorised out of school activities).

### **What is reasonable force?**

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. (Section 93, Education and Inspections Act 2006, cited in DfE, July, 2013) It can also apply to people whom the Head teacher has temporarily put in charge of learners, such as volunteers or parents. (DfE, July 2013, pg. 4)

Wherever possible staff who have received Safety Intervention training will be called upon to manage disruptive, aggressive and or violent behaviour.

### **When can Safety Intervention be used?**

- To support a learner to exit the classroom, in a dignified manner, where they have refused to follow an instruction that poses a risk of imminent or immediate harm.

- To prevent a learner behaving in a way that disrupts a school event or a school trip or visit.
- To prevent a learner from physically assaulting a member of staff or another learner or to stop a fight or other forms of extreme violence.
- To prevent a learner at risk of harming themselves.

#### Schools cannot:

- use Safety Intervention or force as a punishment – it is always unlawful to use force as a punishment.

#### Safety Intervention Authorised Staff

The following members of staff at St Matthew's School; **Mrs R. Wilson** (Deputy Head), **Mrs A. Cadman-Smith** (Pastoral Manager), **Miss J. Fenn** (After school club manager/Administration Officer) and **Mrs M. Urey** (After school club deputy manager/TA) have received CPI training on:

'Prevention' including deceleration and de-escalation strategies

'Decision Making' management of extreme risk behaviours

'Disengagement' of high risk behaviours

'Post Crisis' approaches

These members of staff have also received specialist training from the Local Authority Behaviour Support Team and can apply the **LOW**, **MEDIUM** and **HIGH** levels of safety interventions.

#### Crisis Prevention Institute/Safety Intervention Techniques

All CPI techniques taught within the CPI programme, which is accredited by the British Institute of Learning Disabilities (BILD), have been authorised for trained staff to use by the Headteacher.

CPI levels of safety interventions are either:

**LOW** – an intervention likely to be applied when moving around the school, transitioning between locations, involving one or possibly two staff and a single learner. It may be necessary to apply a low-level intervention to guide learners safely to a quiet part of school to reduce tension, maintain the dignity of our learners and remove on-lookers that do not necessarily help a potential crisis. This intervention is applied when the learner is walking with minimal physical contact between staff and learner.

**MEDIUM** – an intervention, whether standing or sitting, usually involves two staff and a single learner. The purpose of the intervention is to maintain the psychological principles to reduce the risk of slips, trips, falls or acts of violence. The intervention itself may include elements of restriction to prevent further escalation of crisis.

**HIGH** – an intervention which will involve two staff and a single learner but may involve staff exchange if the intervention is prolonged. The intervention may be standing or in a seated position with restrictions that prevents further violence, biting or other acts of violence that could result in imminent or immediate harm to staff or learners.

**SUPINE/PRONE** – an emergency use of safety interventions on the floor to temporarily manage acute disturbance and extreme risk behaviour.

All CPI interventions will be the least restrictive possible for the least amount of time. They will be applied in a calm and respectful manner and reasonable and proportionate to the situation.

All interventions will be reported electronically on the school's child protection software known as CPOMS, via the use of a Record of Safety Intervention Form. (*Appendix 1*)

The school will not divert from its guiding philosophy:

## Care – Welfare – Safety – Security

When Safety Intervention or the use of reasonable force becomes necessary staff will:

- Tell the pupil what they are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- **Only apply CPI techniques**
- Relax your restraint in response to the pupil's compliance

### Staff will not

- Involve themselves in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Act in temper (involve another staff member if you fear loss of control)

Do we want the WILL NOT Section???

### Actions After an Incident

Safety Intervention often occurs in response to highly charged emotional situations and after every incident/crisis, procedures are in place for positive listening, learning and debriefing to support staff and learners. Restorative work is essential with the rebuilding and repairing of relationships being key to ensuring that a positive learning environment is maintained.

A member of the leadership team will be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised.

An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed. If the behaviour is part of an on-going pattern it may be necessary to address the situation through the development of a Behaviour Action Plan (BAP), which may include an anger management programme, or other strategies agreed by the SENCO. (*See Behaviour policy*) It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents are recorded immediately on CPOMs. A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to invite them in to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it. A copy of the 'Record of Safety Intervention form' (*Appendix 1*) will be completed by the staff member/s who restrained the pupil and this record will then be shared with, discussed and signed by parents. All sections of the report are completed so that in the event of any future complaint a full record is available.

### Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Management of the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary).
- Involvement of parents to ensure that they are clear about the specific action the school might need to take.
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance).
- Identification of additional support that can be summoned if appropriate.

### Complaints

A parent member of staff or member of the public can make a complaint in the first instance either verbally or in writing to the headteacher, Mrs D. Mills.

Complainants not satisfied with the outcome of their complaint dealt with by the Headteacher should write to the school's Chair of Governors : -

**Mrs Anna Hill**  
c/o St. Matthew's CE (Aided) Primary School  
Church Road  
Donnington Wood  
Telford  
TF2 7PZ

who will arrange for the complaint to be looked into by the governing body's complaints committee.

Even at this stage there is provision within the policy for the complaint to be tried to be resolved informally and the chair of governors may choose to try to do so in the first instance before formal referral to the complaints committee itself.

Appendix 1



**St. Matthew's CE (Aided) Primary School and Nursery Centre**

**Record of Safety Intervention**

<b>Date of incident:</b>		<b>Time of incident:</b>	
<b>Pupil Name:</b>		<b>D.o.B:</b>	
<b>Member/s of staff involved:</b>			
<b>Adult witnesses to restraint:</b>			
<b>Pupil witnesses to restraint:</b>			

**Outline of incident leading to restraint:**



**Outline of incident of restraint (*including method used*):**

**Outcome of restraint:**

**Description of any injury sustained and any subsequent treatment:**

<b>Date parent/carer was informed:</b>		<b>Time parent/carer was informed:</b>	
<b>Name of parent informed:</b>		<b>Informed by:</b>	
<b>Outline of parent/carer response:</b>			

**Description of any further enquiry/complaint or action:**

**Form completed by:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_