

# Michael Hall

a Steiner Waldorf School

## Early Childhood Physical Intervention Policy

<b>Policy Owner</b>	<b>Early Years Assistant Principal</b>
<b>Formally endorsed by</b>	<b>Council of Trustees</b>
<b>Endorsement Date</b>	<b>September 2023</b>
<b>Next Review Date</b>	<b>September 2025</b>

## Introduction

Early Childhood at Michael Hall includes children in Saplings as well as in the Kindergartens.

The Statutory Framework for the Early Years Foundation Stage 2021 states:

3.53. Providers are responsible for managing children's behaviour in an appropriate way.

3.54. Providers must not give or threaten corporal punishment to a child and must not use or threaten any punishment which could adversely affect a child's well-being. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. Any early years provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

1. The use of physical or corporal punishment is an offence under regulations made under the Childcare Act 2006 and may lead to prosecution.
2. Physical punishment also includes shaking, which will be considered unacceptable. All early years staff aim to help children take responsibility for their own behaviour. This can be done through a combination of approaches, which include:
  - Working closely with parents/carers.
  - Creating a consistent daily and weekly rhythm
  - Positive role modelling
  
  - Planning a range of interesting and challenging activities.
  - Setting and enforcing appropriate boundaries and expectations.
  - Providing positive feedback.

There are rare occasions when a child's behaviour presents particular challenges, which may require physical intervention. This policy should be read in conjunction with Michael Hall's policy, Early Childhood Promoting Positive Behaviour Policy.

Physical Restraint is defined as the "positive application of force with the intention of overpowering the child". There are circumstances where, in order to maintain his/her safety or the safety of other individual(s), the proper use of restraint will be used. This requires skill, judgement and non-harmful methods of control.

Reasonable Force - there is not a definition of an act of reasonable force, only a description of the circumstances where it might be used in school. The degree and duration of force should be in proportion to the need of the circumstances and should be the minimum necessary to achieve the desired result of restoring safety.

There are two main types of physical intervention:

### **Positive handling**

The positive use of touch is a normal part of human interaction: it may be appropriate in a range of situations:

- Giving guidance to children
- Providing emotional support
- Physical care (first aid or toileting)

All staff will exercise appropriate care when using touch: please see Early Childhood Intimate Care and Toileting policies.

### **Restrictive physical intervention**

This is when a member of staff uses physical force intentionally to restrict a child's movement against his/her will.

### **Principles for the use of restrictive physical intervention**

Restrictive physical interventions will only be used in extreme circumstances. We will do all that we can in order to avoid using restrictive physical behaviour. There are rare situations that create an immediate need for this type of intervention. Restrictive physical behaviour will only be used when staff believe its use is in the child's best interests and safety, or that of other children or adults or there is a risk of significant damage to property.

All staff have a duty of care towards the children. When children are in danger of hurting themselves, others or of causing significant damage to property, we have a responsibility to intervene. If appropriate, staff will divert a child or instruct them verbally to "stop." If this is not successful and the staff member judges it necessary, they will use restrictive physical intervention.

When physical intervention is used it is used within the principles of reasonable minimal force. The amount of force used will be in proportion to the circumstances.

**Circumstances when restrictive physical intervention may be used**  
*Safeguarding; we are all responsible*

Restrictive physical intervention can be justified when:

- A child is injuring themselves or others, or about to do so.
- A child is damaging property, or about to do so.

Duty of care means that staff might use restrictive physical intervention if for example, a child was trying to leave the garden area or leave the group whilst on a walk in the wider school grounds.

The aim in using restrictive physical intervention is to restore safety, both for the child and those around.

### **Who can use restrictive physical intervention?**

Where possible a member of staff who knows the child best will be involved in using the restrictive physical intervention as this person is also most likely to be able to use other effective methods to keep this child safe.

In an emergency, anyone can use restrictive physical intervention if the policy is followed.

A 'Challenging Behaviour Risk Assessment' shared with parents, will already have been produced, If we know of a child whose behaviour means that there is a probable need to use restrictive physical intervention.

### **Types of restrictive physical intervention, which may be used:**

- Aim for side by side contact with the child.
- Aim for no gap between the adult's and child's body.
- Beware of head positioning of the child to avoid head butts.
- Hold children by "long" bones: avoid joints
- Ensure there is no restriction in the child's ability to breathe.
- Avoid lifting children.
- Aim to guide children by the shoulders or a hand in the small of the back.

Some members of school staff including within Early Childhood have been trained in positive handling and should provide support and be available for advice regarding de-escalation and physical intervention.

**Planning:** In an emergency staff will do their best within their duty of care and use minimal force. After an emergency we will review what happened and evaluate how we responded.

**Recording and reporting:** Any use of physical intervention will be recorded on an incident form and this completed within 24 hours of the incident. Parents / carers of the child will be notified of an incident when they collect the child or earlier if necessary. Incidents will be recorded on CPOM's and also within the child's individual folder.

**Monitoring:** The Early Childhood Lead, EYDSL monitors the use of restrictive physical intervention in order to safeguard children, identify trends and support staff to meet the needs of the children without using restrictive physical intervention.

### **Related Policies and Documents**

*Safeguarding; we are all responsible*

Child protection and Safeguarding Policy  
Promoting Positive Behaviour in Early years