EL ALTILLO INTERNATIONAL SCHOOL

iSP International Schools Partnership

Policy on Physical Intervention in Student Conflicts

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INTRODUCTION

The overall purpose of this document is to establish clear guidelines so that any restrictive intervention in response to a physical conflict between students complies with the general principle of the school's safeguarding policy: placing the best interests of the child above all else. It also describes the circumstances in which restrictive intervention, which must always be understood as an exceptional measure in extreme circumstances, may be considered an appropriate response to a physical conflict between students.

DEFINITION OF RESTRICTIVE PHYSICAL INTERVENTION

Physical contact is an essential part of social relationships: it can be used to guide, reassure and support someone, but also to block their path or limit or prevent their movements. These examples help distinguish and define natural physical contact and restrictive physical intervention:

- Natural physical contact (non-restrictive intervention): this is intended to help another person, who can avoid the contact if they wish; for example, I guide a new student to their classroom by placing my hand on their shoulder.
- Restrictive physical intervention: one person takes control of another to prevent, stop or restrict their movements; for example, I block the path of a student who wants to hit another student.

HOW TO MINIMISE RESTRICTIVE PHYSICAL INTERVENTIONS

Although restrictive physical intervention is sometimes necessary, it should be minimised. To this end, all school staff will put the following strategies into practice:

- Create a calm, orderly school that minimises the risk of dangerous behaviour.
- Help maintain positive relationships among students and between students and teachers, preventing conflicts that could become serious from arising in the first place.
- Support students in developing appropriate social skills, especially those who, due to particular circumstances, are at greater risk of becoming involved in physical conflicts (for example, students with ADHD).
- Identify challenging behaviour that may precede physical conflicts at an early stage.
- Where possible, inform a student that the use of force is permitted before using it.

WHEN TO USE RESTRICTIVE PHYSICAL INTERVENTION

All staff at El Altillo International School recognise their duty to help keep the school's students safe. At times, a child's behaviour may pose a danger to themselves or their peers and therefore require physical intervention; doing nothing in such situations is not acceptable. And although restrictive physical intervention

is rarely used at the school and must always be considered a last resort, as a general principle it will be used when the foreseeable consequences of not intervening are more serious than those arising from the intervention, and after other measures have proved ineffective in resolving the conflict. More specifically, it is necessary in the following circumstances:

- Prevent a student from injuring themselves or others.
- Prevent a student from causing serious damage to property.
- Prevent a student from committing a criminal offence.

HOW TO CARRY OUT RESTRICTIVE PHYSICAL INTERVENTION

When restrictive physical intervention is justified, the minimum degree of force will be used for the shortest time necessary to achieve a safe outcome. Specifically, the physical intervention must:

- Preferably involve holding the student by their clothing.
- Avoid gripping or pulling a joint.
- Avoid applying pressure to vulnerable areas such as the neck, chest or face.
- Avoid contact with the genital area.
- Avoid striking the child.
- Reduce the child's anxiety as far as possible during the physical intervention by speaking reassuringly to them.
- Do not allow any other child to assist with the restrictive physical intervention.
- Seek help from another adult without leaving the scene of the incident.

WHAT TO DO AFTER RESTRICTIVE PHYSICAL INTERVENTION

Any incident requiring intervention must be recorded in writing, documenting the following information objectively and without value judgements:

- People involved in the incident, including any witnesses.
- Location and time.
- Strategies used before the restrictive physical intervention.
- Description of the restrictive physical intervention, including the reasons for it, how it was carried out and, if possible, how long it lasted.
- How the incident began and progressed, details of the child's behaviour and their response to the restrictive physical intervention.
- Description of any injuries sustained by anyone during the incident and any subsequent medical care.
- Description of any damage to property during the incident.
- Description of all actions taken after the incident.

This written report must be submitted on the day of the incident to the Stage Coordinator and the DSL, using Annex 1. Once

the Stage Coordinator and the DSL have received the report, they will inform the parents of the children involved in the incident as soon as possible.

ANNEX 1

RESTRICTIVE PHYSICAL INTERVENTION REPORT

1. People involved

1.1Teachers

1.2Students involved

1.3Witnesses

2. Location, date and time of the incident

3. Description of the incident

4. Strategies used prior to the restrictive physical intervention

5. Description of the restrictive physical intervention

6. Description of injuries sustained by anyone involved

6.1Medical care received

7. Description of damage to property

8. Description of actions taken after the incident

9. Date and signature