



# Physical Intervention Policy

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How do we ensure the safety and wellbeing of our students and teachers at school? Measures related to physical intervention.

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## 1.- PROTOCOL FOR ACTION IN PHYSICAL INTERVENTIONS

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### 1.1.-Introduction

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

### 1.2.-Definition of Restrictive Intervention

Physical contact is an essential part of social relationships, allowing us to indicate, reassure, provide support... but it may also be used to block a passageway, limit or prevent movement... These examples help us distinguish and define natural physical contact from restrictive physical intervention:

- **Natural physical contact** (non-restrictive intervention): intended to help the other person, who may avoid such contact if they wish. For example, guiding a new student to their classroom by placing a hand on their shoulder.
- **Restrictive physical intervention:** when one person takes control of another to prevent, stop or restrict their movements. For example, blocking the way of a student who is about to hit another.

#### How to minimize restrictive physical interventions

Although it may sometimes be necessary to use a restrictive physical intervention, the ideal is to reduce such interventions to the minimum. To achieve this, all school staff shall put the following strategies into practice:

- Create a calm and orderly school environment to minimize the risk of dangerous behavior.
- Help maintain cordial relationships between students, and between students and teachers, preventing conflicts from escalating.
- Facilitate the development of appropriate social skills among students, especially for those who, due to special circumstances, may be at higher risk of physical conflict (e.g., students with ADHD).
- Anticipate challenging behaviors that may precede physical conflicts.- Whenever possible, inform a student that a restrictive physical intervention may be used only when strictly necessary.

### 1.3.-When to Use a Restrictive Physical Intervention

All staff at International Aravaca are aware of their obligation to help maintain the safety of students and that, in some cases, a student's behavior may be dangerous to themselves or others, requiring physical intervention. It is not acceptable to do nothing in such situations. Although restrictive physical intervention is rarely used at school and must always be considered a last resort, as a general principle it shall be applied only when the consequences of not intervening are more serious than those arising from the intervention, and only after other strategies have proven ineffective. More specifically, it may be necessary to use restrictive intervention in order to:

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

### 1.4.- How to Perform a Restrictive Physical Intervention <sup>1</sup>

When a restrictive physical intervention is justified, the degree of force used must be the minimum necessary and applied only for the minimum time required to achieve a safe result.

**Specifically, restrictive intervention should:**

- Preferably grasp clothing.
- Avoid grabbing or pulling joints.
- Avoid applying pressure to vulnerable areas such as the neck, chest, or face.
- Avoid contact with genital areas.
- Never hit the student.
- Reduce the student's anxiety as much as possible during the intervention, offering verbal reassurance.
- Ensure no other student is involved in the intervention.
- Seek the help of another adult without abandoning the scene of the incident.

### 1.5.- What to Do After a Restrictive Physical Intervention

The Headteacher will require that any staff member involved in such an incident informs her as soon as possible. The staff member must document the incident in detail, providing an accurate description of what occurred by completing [Annex 1](#). Witnesses to the incident should be identified whenever possible.

When intervention has been necessary, a senior staff member will ask the student to explain the incident from their point of view. Written notes will be taken of the conversation, and the student will be examined for possible injuries.

The written record must include, objectively and without value judgments, the following data:

- Persons involved in the incident, including witnesses, if any.
- Place and time.
- Strategies attempted before the restrictive intervention.
- Description of the restrictive physical intervention, including the reasons justifying it, how it was carried out and for how long (if possible).
- How the incident began and developed, details of the student's behavior, and their response to the restrictive intervention.
- Description of any injuries sustained by anyone during the incident and subsequent medical care.
- Description of any property damage caused during the incident.
- Description of all actions taken after the incident.

This written record **must be submitted the same day the incident occurs to the Headteacher**, using the following [LINK](#).

Once the report is received, the Headteacher will inform the DSL and the corresponding stage coordinator so that the families of the students involved are notified as quickly as possible.

