

Hall Green Primary School



Physical Intervention and Restraint Policy

Date: July 2021
Review: July 2023

1. Rationale and Principles

Hall Green Primary School encourages pupils to make positive behaviour choices. However, pupils sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of physical intervention by staff. Our Physical Intervention and Restraint Policy is based upon the following principles:

- Physical intervention is used only as a last resort when other appropriate strategies have failed.
- Any physical contact is only the minimum required.
- Physical intervention is used in ways that maintain the safety and dignity of all concerned. » Incidents are recorded and reported to the Head Teacher.
- Parents are informed of each incident.

2. The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- causing injury to his/herself or others » committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline

This policy has been written with DFE 'Use of reasonable force' advice for Head Teachers, staff and governing bodies July 2013 <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

3. Definition Of Reasonable Force and Restraint

The DFE guidance (2013, reviewed in 2015) on the 'Use of Reasonable Force' defines and explains these terms in the following way:

- 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 pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- 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. All members of staff who can use reasonable force have a legal power to use it. This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

The DFE Guidance 2013 on 'Use of reasonable force' states that schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow and instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event, trip or a visit;

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- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment - it is always unlawful to use force as a punishment.

In addition to the general power to use reasonable force described above, Head Teachers and authorised staff can use such force, as is reasonable given the circumstances, to conduct a search for the following 'prohibited items':

- knives and weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco and cigarette papers,
- fireworks,
- pornographic images and
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

4. Our Approach

We aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations.

We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour and Discipline Policy (October 2020) .

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate. Staff exercise their own professional judgement in situations which arise within the above categories. Staff act within our school's policy on behaviour and discipline, particularly in dealing with disruptive behaviour. Once again it is stressed that physical intervention is only used when all other strategies have failed to have the desired effect on a pupil's behaviour.

NB It is not illegal to touch a pupil.

There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid.

Staff are aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They therefore take reasonable action to ensure the safety and well-being of all pupils. This being said, staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

5. Use Of Physical Restraint Or Intervention

Physical restraint is applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It never takes a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint i.e. only applying force necessary to stop or prevent danger should be used, in accordance with the guidelines below. In all circumstances, alternative methods are used as appropriate with physical intervention or restraint a last resort.

Specific staff members who work with children who are vulnerable or prone to physical outbursts have received MAPA training (Managing Acts of Potential Aggression).

In the exceptional circumstances when physical restraint or intervention becomes necessary, staff:

DO

- Summon help / involve another member of staff if possible
- Continue to talk to the pupil in a calm way
- Use simple and clear language
- Tell the pupil what s/he must do for them to remove the restraint (this may need frequent repetition)
- Use the minimum force necessary
- Be aware of any feelings of anger
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax the restraint in response to the pupil's compliance

DON'T

- Try to manage on your own
- Stop talking even if the pupil does not reply
- Act in temper
- Allow a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Use physical restraint or intervention as a punishment
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- 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

6. Actions After An Incident

- Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil.
- The Head Teacher is informed of any incident as soon as possible and takes responsibility for making arrangements for debriefing once the situation has stabilised.
- An appropriate member of the teaching staff debriefs the pupil concerned: the debrief includes consideration of the circumstances that precipitated the incident and exploring ways in which future incidents can be avoided.
- Any other individuals, including adults undertaking physical intervention or restraint involved in the incident are given the opportunity to debrief and offered support as appropriate. Any resultant injury should be attended to promptly.
- If the behaviour is part of an ongoing pattern it will probably be necessary to address the situation through the development or review of an individual behaviour plan (IBP), which may

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include a risk assessment, an anger management programme and possible involvement of external agencies.

- All incidents are recorded immediately on a Restraint Recording Form (appendix1). All sections of the report are completed so that any patterns of behaviour can be identified and addressed. In the event of any future complaint or allegation this record provides essential and accurate information. The report is uploaded onto the child's file on the school's CPOMs log.
- A member of the teaching staff contacts parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.
- If parent(s) have not been available for verbal contact, they must be informed via letter on the same day of the incident (see Appendix 3: Sample letter to parents). If a letter has been sent home with the child, a text must be sent to alert the parent that their child is bringing home an important letter.

7. 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 (recorded on a behaviour plan) addresses:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- 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
- The school's duty of care to all pupils and staff

8. Complaints and Allegations

This clear physical intervention and restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation under our Complaints Policy (see website). If following preliminary investigations it is deemed necessary, the Head Teacher will contact the LADO in line with our Safeguarding & Child Protection Policy and Procedures (Oct 2020).

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

We will review this policy bi-annually.

This policy and guidance should be read in conjunction with the following policies:

- Behaviour and Discipline Policy (April 2020)
- Safeguarding and Child Protection Policy (Oct 2020 or later if available)
- Guidance for Safer Working Practice for Adults who Work with Children and Young People in School Settings (June 2015)
- Keeping children safe in education (Jan 2021 or later if available)

Appendix 1: Restraint Recording Form**RECORD OF POSITIVE PHYSICAL HANDLING / RESTRAINT****Guidance on Completion of the Record of Positive Physical Handling / Restraint Form**

1. Before completing any information, ensure that you are not filling in the master copy .
If you have the master copy open:
 - close it without saving any changes
 - right click on the document name and select copy, then paste
 - open the copy document and continue to complete that version

2. Ensure that all sections of the form are completed for each incident. If there is no information, indicate that this is the case e.g. no witnesses

3. If the child's needs are such that the section Child's View cannot be completed, please note this instead of responding to the prompts.

4. Information on this form may be helpful in finding ways to avoid or avert the behaviour which resulted in a physical restraint being necessary. It is therefore important to be specific, and not use general descriptions
 e.g. "Child kicking off " is not appropriate even when there is little knowledge of why the child is displaying undesirable behaviour. An alternative may be, for example, "An argument at home with sibling meant that the child was unhappy coming into school. This was then exacerbated by a lesson which the child struggles with/is historically negative about, resulting in low level disruption including kicking the table etc.
 e.g. "Bad mood" is not appropriate. An alternative may be "Child returned from break having had an argument with x child and was still angry/upset/felt the outcome was unjust. Sullen attitude and low level defiance prompted adult warning which was then followed by etc

5. Text boxes will automatically expand to fit the text inputted.

6. In sections which require an option to be ticked, a tick is provided to copy and paste

7. When complete, save the form into the file named Physical Restraint Log on the shared area. Ensure that you are saving the document into the correct year's sub-file.
 Rename the document using the following format:
 Physical restraint log for **child's name dd-mm-yyyy**
 (**Red font** indicates where specific details should be used to note name and date on which the incident occurred)

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| | | |
|--|---|--|
| Child's name: | Child's DOB: | |
| Date of incident: | Time of incident: | |
| Location of incident: | | |
| Report compiled by: | | |
| Antecedents (<i>events leading up to the incident</i>): | | |
| Behaviour (<i>describe what actually happened</i>): | | |
| Consequences (<i>how did staff intervene, how did the pupil respond, how was the situation resolved</i>): | | |
| Names of those involved (<i>staff and pupils</i>): | | |
| Name: | Role: | |
| Name: | Role: | |
| Name: | Role: | |
| Name: | Role: | |
| <i>Add additional names as necessary</i> | | |
| Names of witnesses (<i>staff and pupils</i>): | | |
| Name: | Role: | |
| Name: | Role: | |
| Name: | Role: | |
| <i>Add additional witness names as necessary</i> | | |
| What de-escalation techniques were used prior to physical controls? | | |
| (tick below): | | |
| verbal advice and support <input type="checkbox"/> | reassurance <input type="checkbox"/> | calm talking/stance <input type="checkbox"/> |
| time out directed <input type="checkbox"/> | time out offered <input type="checkbox"/> | choices/limits/consequences <input type="checkbox"/> |
| distraction <input type="checkbox"/> | planned ignoring <input type="checkbox"/> | take up time <input type="checkbox"/> |
| negotiation <input type="checkbox"/> | humour <input type="checkbox"/> | contingent touch <input type="checkbox"/> |
| transfer adult <input type="checkbox"/> | success reminder <input type="checkbox"/> | |
| other (please specify) <input type="checkbox"/> | | |
| ✓ | | |
| Why was the decision made to use restraint? | | |
| To prevent child from causing injury to him/herself <input type="checkbox"/> | | |
| To prevent child from causing injury to others <input type="checkbox"/> | | |
| To prevent child from causing damage to property <input type="checkbox"/> | | |
| To prevent child from causing serious disruption <input type="checkbox"/> | | |
| To prevent child / young person from running away <input type="checkbox"/> | | |
| Other (Please specify) <input type="checkbox"/> | | |
| ✓ | | |

| |
|--|
| <p>Description of physical restraint holds used: <i>(Include approximate time span of any holds)</i></p> |
| <p>Child's views</p> <p>Report read and discussed with child Yes [] No []</p> <p>Child agrees with content Yes [] No []</p> <p>✓</p> <p>If no, what is the child's view?</p> <p>If yes, does the pupil have any further comment?</p> |
| <p>Did the child suffer any injury as a result of this incident? Injury location and description:</p> |
| <p>If the child did suffer any injury as a result of the incident, what level of medical attention was provided or facilitated? (e.g. brief description of first aid treatment; advised to attend/taken to hospital; attended hospital where x-ray/stitch given etc)</p> |
| <p>Did staff or others suffer any injury as a result of this incident? Injury location and description for each person injured?:</p> |
| <p>If staff or others did suffer any injury as a result of the incident, what level of medical attention was provided or facilitated? (e.g. brief description of first aid treatment; advised to attend/taken to hospital; attended hospital where x-ray/stitch given etc for each injured person)</p> |
| <p>Post-incident information</p> <p>Was any post-incident support offered and given to the child?</p> <p>a) De-brief with adult []</p> <p>b) Other (please specify) []</p> <p>c) Offer declined by child []</p> <p>Was any post-incident support requested by and given to member of staff / other adult?</p> <p>a) De-brief with colleague []</p> <p>b) De-brief with Head Teacher []</p> <p>c) Occupational Health Counselling []</p> <p>d) Offer declined by staff []</p> <p><i>If more than one adult was a participant in the incident, please copy and paste the above as necessary.</i></p> <p>✓</p> |
| <p>Parent(s) views:</p> |

Appendix 3: Sample Letter to Parents

The following should be copied onto school headed paper and sent to any parent that was not spoken to directly after the incident/at the end of the school day on which the incident took place. If parent(s) were informed verbally and also provided with the opportunity to discuss the issue, details of the conversations must be documented on the child's CPOMs record.

Date

Dear

I would like to inform you that _____ was involved in an incident today and needed physical intervention to manage the situation. I would like to invite you into school to discuss the incident. This might include writing / revising an IBP (Individual Behaviour Plan) in case further intervention is needed in the future. Please get in touch with me as soon as possible so that this may be arranged.

Yours sincerely,