



Physical Intervention & Restraint Policy

Physical Intervention & Restraint Policy Reviews (Version Control)

Review Date	Changes made/Details of action plan	Next Review Due Date	By Whom
13.03.2018	First Published Version	Spring 2021	Ms Terry Corpe

Rationale

'Success No Matter What!'

At Daubeney & Sebright Primary Schools' Federation, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

We are committed to a positive behaviour policy which encourages children to make positive behaviour choices and learn from their mistakes. On rare occasions circumstances may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:

- physical intervention should only be used as a last resort when other appropriate strategies have failed;
- any physical contact should be only the minimum required;
- physical intervention must be used in ways that maintain the safety and dignity of all concerned;
- incidents must be recorded and reported to the Head of School as soon as possible;
- parents/carers will be informed on the day of each incident.

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 and discipline.

Our approach

At Daubeney and Sebright we aim to avoid the need for physical intervention and regard this as a last resort in managing situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Schools' Behaviour Policy.

It is not possible to define every circumstance in which physical intervention would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the Schools' Behaviour Policy, particularly in dealing with disruptive behaviour.

Staff should be 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 must, therefore take reasonable action to ensure all pupils' safety and well-being. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Use of physical restraint

Physical restraint should be 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, allows the pupil to regain self-control. It should never take a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitute reasonable force depends upon the particular situation and the pupil to whom it is being applied. All staff should try to de-escalate where possible then use the restraint as necessary. As a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

When physical restraint becomes necessary:

DO

- Tell the pupil what you are doing and why;
- Use the minimum of 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;
- Hold limbs above a major joint if possible, e.g. above the elbow;
- Relax your restraint in response to pupil's compliance.

DON'T

- Act in temper (involve another staff member if you fear loss of control);
- Involve yourself in a prolonged verbal exchange with the pupil;
- Involve other pupils in the restraint;
- 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;
- Use physical restraint or intervention as a punishment.

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 of School should 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 Learning Mentor Team or Teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support. The parents/carers will be informed at the earliest possible opportunity.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural support plan, which may include an anger management programme, or other strategies agreed by the Inclusion Lead and SENCo. This may require additional support from, other services, for example REU.

All incidents should be recorded immediately on the Pupil Restraint Report Form (*appendix 1*). All sections of this report should be completed so that any patterns of behaviour can be identified and addressed.

In the event of any future complaint or allegation this record will provide essential and accurate information.

A copy should be saved in the child's SIMs behaviour file and in a central school file in the Learning Mentors in order to inform individual and school risk assessments.

A member of the leadership team will contact 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.

Risk Assessments

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

- Strategies to be used prior to intervention;
- Ways of avoiding 'triggers' if these are known;
- Involvement of parents/carers 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;
- Identification of additional support that can be summoned if appropriate.

(See appendix 2)

Complaints and Allegations

A clear 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, either

under the Schools' Complaints Procedures or Hackney LADO Guide - Allegation Against a Member of Staff or Volunteer. All staff have a duty to protect all pupils, staff and themselves. See appendices 3 & 4 – Hackney LADO Guide & Use of Reasonable Force Advice Review.

Searching and confiscation

Searching

With consent – school staff can search a pupil for any item if the pupil agrees to this. If a pupil refuses to co-operate, the school can apply an appropriate punishment as set out in the school's behaviour policy.

Without consent – only the Executive Head Teacher and school staff (with authorisation from the Executive Head Teacher) can search a pupil without consent, where there is 'reasonable grounds' to believe the pupils has a prohibited or banned item, such as a knife. The staff member searching must be of the same sex as the pupil and the search must take place in the presence of a witness (the only exception being where there is a risk that serious harm will be caused if a search is not conducted immediately).

Confiscation

Following a consensual search, school staff can use their discretion to confiscate, retain and/or destroy any item found, as long as this is reasonable in the circumstances.

Where a search is conducted without consent and an item is found, staff can seize anything they have reasonable grounds for suspecting is a prohibited item.

Informing parents

Schools do not have to notify parents before a search takes place. There is also no legal requirement to record any searches that have taken place. However, where alcohol, illegal drugs or potentially harmful substances are found, it is good practice to inform the individual's parents or guardians, even though there is no legal duty to do so.

Please see Searching, Screening and Confiscation Guidelines -

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Ratified:

Signed: _____

Chair of Governors

Executive Head Teacher

Daubeney/Sebright Primary School – Physical Intervention Recording Form

Pupil:	Date:
Class:	Time:
Member(s) of staff who employed reasonable force:	
Location:	
Duration of restraint:	
Name of Adult Witnesses:	Status:
Reasons for the use of reasonable force:	
To ensure safety: <input type="checkbox"/> To preserve order <input type="checkbox"/> To prevent destruction: <input type="checkbox"/>	
Description of situation leading to restraint:	
Description of restraint (including child's view):	
Outcomes of restraint (including child's view):	
Signatures of Staff involved:	
Head of School's Signature:	
Copies to: Child's SIM's Behaviour file: <input type="checkbox"/> Staff involved: <input type="checkbox"/>	
Learning Mentors <input type="checkbox"/>	

Daubeney & Sebright Positive Management Plan	
Name:	Date:
Environment and triggers (situations which lead to difficulties):	
Prevention (describe any changes to routines, personnel or environment which might reduce the risk):	
What might happen (describe the behaviour/what it looks like/what it sounds like):	
Low level:	
Next step:	
Extreme:	
Things that help (strategies that help to calm):	Things to avoid:
Managing the crisis (what to do; step by step; who will do it):	
Cooling off/Follow up	