



Rivermead Primary School

Policy on Restrictive Physical Intervention

Committee Responsible: Learning and Teaching

**Date of Ratification by Full Governing Body:
Minute Reference:**

Date of Next Review: Spring 2020

Document History

Version	Date of Review	Changes/Comment
	November 2012	
	February 2018	

Introduction

This policy is based on DfEE circular 10/98, the DoH/DfES document 'Guidance for Restrictive Physical Intervention'.

Rivermead Primary School recognises that there is a need, reflected in common law, to intervene when there is an obvious risk of safety to its pupils, staff and property.

Rivermead Primary School is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and use physical intervention only as a last resort in line with DfES advice. If used at all, it will be in the context of a respectful, supportive relationship with the pupil, and be reasonable and proportional to the circumstances of the incident. We will always aim to ensure minimal risk of injury to pupils and staff.

Our approach to best practice

The best practice regarding physical intervention outlined below should be considered alongside other relevant policies in the school, specifically those policies involving behaviour, bullying and health and safety.

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- Risk to the safety of staff, pupils or visitors or
- Where there is a risk of serious damage to property or
- Where a pupil's behaviour is seriously prejudicial to good order and discipline or
- Where a pupil is committing a criminal offence

This judgement will take into account the circumstances of the incident. All staff should be aware that the use of physical intervention in response to a clear or developing danger of injury will always be more justifiable than the use of force to prevent damage or misbehaviour.

Staff will view physical intervention or restraint of pupils as a last resort to maintaining a safe environment. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation.

Staff will understand the importance of listening to and respecting children to create an environment that is calm and supportive especially when dealing with pupils who may have emotional and behavioural needs which may increase their aggression.

All staff will understand the importance of responding to the feelings of the child which lie beneath the behaviour as well as to the behaviour itself.

Our Practice regarding specific incidents:

Staff intervening with children will seek assistance from other members of staff as early as possible, since single-handed intervention increases the risks of injury to both parties and does not provide a witness.

All staff who become aware that another member of staff is intervening physically with a pupil will have a responsibility to provide a presence and to offer support and assistance should this be required.

Before intervening in a non-emergency, consideration will be given to whether or not other staff are available to assist.

Where possible, staff who have not been involved in the initial confrontation leading up to an incident may be in a better position to intervene or restrain the pupil if this proves necessary.

A pupil's behaviour may be adversely affected by the presence of an audience.

Wherever possible, the audience will be removed, or if this is not possible, the pupil will be removed from the audience. The pupil and member(s) of staff will withdraw to a quiet, but not completely private, place (e.g., two members of staff should be present or a door left open so that others are aware of the situation).

Staff will be aware of the need to tell the pupil being restrained, in a calm and gentle manner that the reason for the intervention is to keep the pupil and others safe. Staff will explain that as soon as the pupil calms down, she/he will be released.

All staff are aware that we operate a back-up system to enable staff to call for help in emergencies (e.g. a member of staff will give a red card to a bystander pupil to take to the general office or staff room. The card indicates to staff that help is required urgently).

When physical restraint becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum 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 the 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
- Attempt to reason with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- 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

Physical Intervention/Restraint Approaches which can be regarded as reasonable in appropriate circumstances.

The following approaches are regarded as reasonable in appropriate circumstances.

- a) Holding for security and to reduce anxiety where there is potential risk, even if the pupil is not yet out of control. This is best used when the pupil is anxious or confused. Its purpose is to defuse or prevent escalation. Staff should take care that their actions should in no way be capable of being interpreted by the pupil as aggression.
- b) Physically interposing between pupils.
- c) Blocking a pupil's path.
- d) Pushing if restricted to situations where reasonable force is used to resist a pupil's movement, rather than a forceful push that might cause the pupil to fall over.
- e) Pulling.
- f) Leading a pupil by the hand or arm.
- g) Shepherding a pupil away by placing a hand in the centre of the back.
- h) In extreme cases using restrictive holds.

If it is determined after careful consideration that a pupil requires an extended period of behaviour support, which may constitute the use of restraint as a support strategy, we will plan this support utilising a Behaviour Support Plan (BSP). Such planning will address:

- Details of the pupils likes and dislikes. Providing topics which may aid as a distraction technique during a period of behaviour deterioration and supporting avoidance of any possible behaviour triggers.
- Positive behaviour supports. Details of strategies which promote positive behaviour.
- Details of behaviour triggers, warning signs and recommendations to support diffusing the situation. This is separated in to three stages. Stage one being low level behaviour deterioration and Stage 3 being an extreme behaviour deterioration.
- Involvement of parents/carers and the pupil to ensure that they are clear about the specific action the school might need to take and contribute from their experience.
- Briefing of staff to ensure they know exactly what action they should be taking.
- Identification of additional internal and external support that can be accessed if appropriate.

If restraint is deemed necessary at any time during this period of support, parents/carers are notified as soon as possible after the restraint has occurred and a restraint report is completed. This report alongside parent and pupil consultation is reviewed in order to inform future plans of support.

Recording an incident

All incidents that result in non-routine interventions will be recorded in detail on the 'Record of Restraint Forms' within 24 hours of the incident occurring.

Debriefing Arrangements

The pupil and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it.

The pupil will be given time to become calm while staff continue to supervise her/him. When the pupil regains complete composure, a senior member of staff (or her/his nominee) will discuss the incident with the pupil and try to ascertain the reason for its occurrence. The pupil will be given an opportunity to explain things from her/his point of view. All necessary steps will be taken to re-establish the relationship between the pupil and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the pupil returns to school. All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff (or her/his nominee) will provide support to the member of staff involved.

The Headteacher will be informed at the earliest possible opportunity of any incidents where physical intervention or restraint was used. The Headteacher (or his/her nominee) will initiate the recording process if not already underway and review each incident to ensure that any necessary lessons are learned.

Authorisation of staff to use physical intervention

We recognise that most of the time physical intervention will be used infrequently, that is, as a last resort to maintaining a safe environment.

All teaching staff are, by the nature of their roles, authorised to use physical intervention as appropriate.

Support staff will require specific authorisation, either temporarily or permanently. This authorisation can only be given by the Head Teacher or someone deputising for him/her when s/he is absent. Authorised staff will be notified formally.

This policy will next be reviewed and updated in September 2014.

Arrangements for Informing Parents

Parents will be informed of the school's policy regarding physical intervention in the following ways:

- All parents/carers will be advised that the policy is available on the school website/learning platform.
- Staff who work with particular children who have learning or physical disabilities (and who have Individual Education Plans, Individual Behaviour Plans and/or Pastoral Support Plans) may need to use specific techniques routinely to manage challenging behaviour. Such arrangements will be discussed with parents/carers in advance on an individual basis. All interventions will be routinely recorded.
- All parents will be informed after a non-routine incident where physical intervention is used with a child.

Complaints

If a Parent or child is concerned about any aspect of the management of an incident requiring physical intervention, he/she should inform the Head Teacher of their concern.

If the concern relates to action by the Head Teacher, the parent/carer should contact the Chair of Governors.

Sharing details of the incident and its record should enable the resolution of most complaints but if a parent remains concerned, they should contact an external agency (Police or Social Services) to provide an independent investigation of the circumstances. This will determine the necessity for further action.

APPENDIX 1

RECORD OF RESTRAINT

Date of incident:

Time of incident:

Pupil Name:

D.O.B:

Member(s) of staff involved:

Adult witnesses to restraint:

Pupil witnesses to restraint:

Outline of event leading to restraint:

Outline of incident of restraint (including restraint method used):

Outcome:

Description of any injury sustained and any subsequent treatment:

Date /time parent/carer informed of incident:

By whom informed:

Outline of parent/carer response:

Signatures of staff completing report:

-
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-
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Brief description of any subsequent inquiry/complaint or action: