

## Physical Restraint POLICY

<b>Date Agreed:</b>	<b>June 2022</b>
<b>Review Date:</b>	<b>June 2025</b>
<b>Type of Policy:</b>	<b>School Policy</b>

Revision Number	Date Issued	Prepared by	Approved	Personalised by school	Comments
1	June 2022	NM KC	LGB		School Policy

<i>Type of Policy</i>	<i>Tick ✓</i>
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	✓
Academy Policy	
Local Authority Policy	

## **POSITIVE HANDLING POLICY**

The school is committed to safeguarding and promoting the welfare of all children.

This policy outlines how staff at The March CE Primary School create and maintain good order and relationships through positive approaches. These approaches are successful for the vast majority of the time. Effective relationships are developed between staff and pupils and PSHE activities support pupils in managing conflict and coping with feelings. This policy on the use of restrictive physical interventions supplements the main behaviour policy. Both should be read in conjunction with the school SEN policy, the Health and Safety policy, and the Safeguarding policy.

### **Purpose of this policy**

This policy aims to give all members of the school community clear guidance so that any physical intervention that they undertake is carried out in a way that supports the values and principles described above. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff at the school will fulfil their responsibilities in those circumstances.

The Headteacher will be responsible for ensuring that staff, Governors and parents are aware of the policy. The Head Teacher will ensure that any necessary training/awareness-raising takes place so that staff know their responsibilities.

The Education and Inspections Act 2006 and the DfE Guidance Use of Reasonable Force July 2013 have been used to inform this policy.

### **Objectives**

- To maintain the safety of pupils and staff
- To prevent serious breaches of school discipline
- To prevent serious damage to property

### **Physical touch**

The staff at The March CE Primary believe that physical touch is an essential part of human relationships. In our school adults may well use touch to prompt, to give reassurance or to provide support in PE.

Examples of where touching a pupil might be proper or necessary are:

- Holding a hand
- Comforting a distressed pupil
- Giving praise or congratulation
- Demonstrating how to use equipment
- Demonstrating or supporting exercises or techniques during Physical Education
- To give First Aid

Staff need to be aware of sensitivities associated with any form of physical contact with students.

### **Definitions**

**Control** means either passive physical contact (standing between pupils) or active physical contact (leading a pupil by the hand or arm).

**Restraint** means to hold back physically or to bring a pupil under control. It is when staff physically prevent a pupil from continuing what he/she was doing when told to stop or when involved in a fight.

### **Non-restrictive physical interventions**

Either where the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish. (As already stated touch/physical contact is a small but important and natural part of teacher-pupil relationships in our school.)

### **Restrictive physical interventions**

Prevent, impede or restrict movement or mobility.

### **Reasonable Force**

Force is used either to control or restrain. Reasonable means using no more force than is needed. All members of school staff have a legal power to use reasonable force.

### **What the law says: When is restrictive physical intervention permissible?**

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing any offence (or for a student under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of any person (including the student himself); or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

### **Risk assessment**

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy. It is avoided whenever possible and will not be used for staff convenience. Restrictive physical intervention will only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening.

Any actions will be carried out with the child's best interests at heart. Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation. Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance. Supply staff will not be authorised to use restrictive physical interventions. Parents and volunteers in the school are not given authorisation. Staff from the local education authority may have their own policies about the care and control of pupils but, whilst on the premises, they will be expected to be aware of, and operate within, the policy of this school.

### **How staff might intervene**

When a restrictive physical intervention is justified, staff will use 'reasonable force'. This is the degree of force 'warranted by the situation'. It will 'be proportionate to the circumstances of the incident and the consequences it is intended to prevent'. Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

During an incident the member of staff involved will tell the pupil that his or her behaviour may be leading to restraint. This will not be used as a threat or said in a way that could inflame the situation. Staff will not act out of anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupil at all times.

### **The place of restrictive physical intervention within broader behavioural planning**

If, through the school's special needs assessment procedures, it is determined that a restrictive physical intervention is likely to be appropriate to help a pupil make progress, a risk assessment will be carried out.

If appropriate, an individual positive handling plan will then be drawn up for that pupil (see Appendix A).

This plan will aim to reduce the likelihood of the need for restrictive physical intervention as well as describing how such intervention will be carried out. This plan will be discussed with parents/carers. Before the risk assessment is implemented, any necessary training or guidance will be provided for the staff involved. The Headteacher or SENCo will be responsible for establishing staff needs and for organising necessary training.

### **Recording and Reporting Significant Incidents**

#### ***This part of the guidance is statutory***

The Governing Body must ensure appropriate procedures are in place for recording and reporting significant incidents where a member of staff has used a restrictive physical intervention on a pupil.

#### **After the use of an unplanned restrictive physical intervention, the following steps will be taken.**

- Details of the incident will be recorded by all adults involved immediately on the positive handling incident report form (see Appendix B) and in the Bound and Numbered book. **This report form will then be scanned and uploaded on to My Concern.**
- Recording will be completed within 12 hours whenever possible. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- Any injuries suffered by those involved will be recorded following normal school procedures.
- The Headteacher will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the
- Headteacher will follow the school's child protection procedures and also inform parents/carers.
- Parents/carers will be informed by the Headteacher/SENCO on the day of the incident or as soon as is practicable.
- Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions.

Arrangements for recording and informing parents in the case of a planned restrictive intervention will be followed as agreed beforehand but broadly will follow the same pattern as above.

The Senior Management Team will use the records kept to analyse patterns of behaviour and so decide whether responses are being effective. The Headteacher/SENCO will report this information to the SEN Governor at their termly meetings.

**Complaints procedure**

If a complaint is made the school's complaints procedure and guidance on dealing with allegations of abuse by staff will be followed. Monitoring, Evaluation and Review

The effectiveness of this policy will be on going and carried out by the SLT. This policy will be evaluated and reviewed in line with the Behaviour Policy and any new legislation and guidance provided by the DfE

### POSITIVE HANDLING PLAN

Name:	D.O.B.	Date:
Triggers /Behaviours / Situations likely to result in Physical Intervention: What is the behaviour like? When does it occur? Where does it occur?		
Strategies to be used (where possible before physical intervention)		
Chill out time	Distraction	State alternatives /consequences choices/limits
Give space	Reassure/success reminder	Other staff intervene
Talk calmly	Give a count	Planned ignoring
Verbal advice support	Negotiation	Contingent touch
Praise partial compliance		
Repeat request		
Remove stimulus		
Humour		
Other strategies		
Preferred Handling Strategies to be used:		
Friendly Hold (arm around shoulder)	Shield	
Walking	Wrap	
Single Elbow	Double Elbow	
Standing	Ground	
Figure of Four	Chairs	
Other	'Get outs' that can be used when holding	
De-briefing process following incident: What care is to be provided. space, talk through etc		
Signatures Child (Where appropriate) Parent/Guardian		
Headteacher		
Date	Review date	

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INCIDENT LOG

<b>Pupils name</b>	<b>Person completing form</b>		
<b>Details of Incident</b>			
Date	Time	Location	Duration
Staff involved			
Pupils witnessing incident			
Describe behaviour and events leading up to incident; include diversionary tactics that were used.			
Describe the Incident, who was involved, positive handling strategies used, duration of incident and pupil response			
Describe what happened after the incident, pupils response, any injuries to pupil, staff or other pupils, damage to property			
Any additional action taken			
Pupil views			
List of people who might need to be informed (tick those informed)			
Mrs Nicky Metcalfe	Mr Steve Jackson	Mrs Kirsty Cass	
Headteacher	Deputy Head	SENCO	PARENTS LA
Signature of staff involved			Date
Signature of Headteacher/Deputy Head			Date

