



# Restrictive Physical Intervention (Restraint) Policy

September 2020

Review Date: September 2022

## 1. Background

Restrictive Physical Intervention is defined within the School setting as:

**‘when a member of staff intentionally restricts a child’s movement against his or her will.’**

It is the aim of Wickham Church of England Primary School to help young people, as part of their learning, to take responsibility for their own behaviour. We will do this through a combination of approaches, which include:

- Positive role modelling
- An interesting and challenging curriculum and learning environment where children are encouraged to engage, participate, take appropriate risks in their learning and build capacities for their futures in an ever-changing world
- Setting and enforcing appropriate boundaries and expectations
- Providing supportive feedback
- Working in partnership with parents and carers and with other agencies

More details about this and our general approach to promoting positive behaviour can be found in our behaviour policy.

There are times when an individual child’s behaviour poses particular challenges that may require restrictive physical intervention. This policy sets our guidelines for the use of such intervention. It is not intended to refer to the general use of physical contact which might be appropriate in a range of situations, such as:

- Giving physical guidance to children (for example in practical activities and PE)
- Providing physical support when a child is injured or unwell

- Providing physical care (such as first aid, medication).

This policy is consistent with our Children Protection and Equal Opportunities policies, our Staff Code of Conduct, and with national and local guidance for schools on safeguarding children.

We endeavour to exercise appropriate care when using physical contact and are mindful that there are some children for whom physical contact may be inappropriate (such as those with a history of physical or sexual abuse, those with a disability, or those from certain cultural/religious groups). We pay careful attention to issues of gender and privacy and any specific requirements of cultural/religious groups.

## **2. Principles for the use of physical intervention**

### *2.1 In the context of positive approaches*

We only use restrictive physical intervention where the risks involved in using force are outweighed by the risks involved in not using force. It is not our preferred way of managing children's behaviour. Restrictive physical intervention may be used only in the context of a well-established and well implemented positive behaviour management framework with the exception of emergency situations. We describe our approach to promoting positive behaviour in our Behaviour Policy. We aim to do all we can in order to avoid using restrictive physical intervention.

We would only use restrictive physical intervention where we judge that there is no reasonably practicable less intrusive alternative. However, there may be rare situations of such concern where we judge that we would need to use restrictive physical intervention immediately. We would use restrictive physical intervention at the same time as using other approaches, such as saying, "Stop!" and giving a warning of what might happen next. Safety is always a paramount concern and staff are not advised to use restrictive physical intervention if it is likely to put themselves at risk. We will make parents/guardians aware of our Physical Intervention Policy alongside other policies when their youngster joins our school.

### *2.2 Duty of care*

We all have a duty of care towards the children in our school. This duty of care applies as much to what we *don't* do as what we *do* do. When children are in danger of hurting themselves or others, or of causing significant damage to property, we have a responsibility to intervene. In most cases, this involves an attempt to divert the child to another activity or a simple instruction to "Stop!" along with a warning of what might happen next. However, if we judge that it is necessary, we may use restrictive physical intervention.

### *2.3 Reasonable force*

When we need to use restrictive physical intervention, we use it within the principle of reasonable force. This means using an amount of force in proportion to the circumstances. Our principle is to use as little force as seems necessary in order to maintain safety, and we use this for as short a period as possible.

## **3. When can restrictive physical intervention be used?**

The use of restrictive physical intervention may be justified where a pupil is:

- Committing an offence (or, for a pupil 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 pupil him/herself); 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.

Restrictive physical intervention may also be appropriate where, although none of the above have yet happened, they are judged as highly likely to be about to happen.

We are very cautious about using restrictive physical intervention where there are no immediate concerns about possible injury or exceptional damage to property. Restrictive physical intervention would only be used in exceptional circumstances, with staff that know the student well and who are able to make informed judgements about the relative risks of using, or not using, restrictive physical intervention; for example stopping a younger child leaving the school site.

The main aim of restrictive physical intervention is usually to maintain or restore safety. We acknowledge that there may be times when restrictive physical intervention may be justified as a reasonable and proportional response to prevent damage to property or to maintain good order and discipline at the school.

However, we would be particularly careful to consider all other options available before using restrictive physical intervention to achieve either of these goals. In all cases, we remember that, even if the aim is to re-establish good order, restrictive physical intervention may actually escalate the difficulty.

If we judge that restrictive physical intervention would make the situation worse, we would not use it, but would do something else (like go to seek help, make the area safe or warn about what might happen next and issue an instruction to stop) consistent with our duty of care.

Our duty of care means that we might use a restrictive physical intervention if a child is trying to leave our site and we judged that they would be at unacceptable risk. This duty of care also extends beyond our site boundaries: there may also be situations where we need to use restrictive physical intervention when we have control or charge of children off site (e.g. on trips).

We never use restrictive physical intervention out of anger or as a punishment.

#### **4. Who can use restrictive physical intervention?**

If the use of restrictive physical intervention is appropriate, and is part of a positive behaviour management framework, a member of staff who knows the child well should be involved, and where possible, trained through an accredited provider in the use of restrictive physical intervention. However, in an emergency, any of the following may be able to use reasonable force in the circumstances set out in Section 93 of the Education and Inspections Act (2006):

1. any teacher who works at the school, and

2. any other person whom the headteacher has authorised to have control or charge of pupils, including:
  - (a) support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors; and
  - (b) people to whom the headteacher has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying pupils on school-organised visits) but not other children.

## **5. Planning around an individual and risk assessment**

Where an individual child has an individual positive behaviour management plan, which includes the use of restrictive physical intervention, we ensure that their key staff receive training and support in behaviour management as well as restrictive physical intervention. We consider staff and children's physical and emotional health when we make these plans and consult with the child's parents/carers.

In most situations, our use of restrictive physical intervention in such cases is in the context of a prior risk assessment which considers:

- What the risks are?
- Who is a risk and how?
- What we can do to manage the risk? (this may include the possible use of restrictive physical intervention)

We use this risk assessment to inform the reactive strategy that we develop to support the child. If this includes restrictive physical intervention it will be as just one part of a whole approach to supporting the child's behaviour. The behaviour plan outlines:

- Our understanding of what the child is trying to achieve or communicate through his/her behaviour
- How we adapt the environment to better meet the child's needs
- How we teach and encourage the child to use new, more appropriate behaviours.
- How we reward the child when he or she makes progress
- How we respond when the child's behaviour is challenging.

We pay particular attention to responsive strategies. We use a range of approaches (including humour, distraction, relocation and offering choices) as direct alternatives to using restrictive physical intervention. We choose these responsive strategies in the light of our risk assessment.

We draw from as many different viewpoints as possible when we anticipate that an individual child's behaviour may require some form of restrictive physical intervention. In particular, we include the child's perspective. We also involve the child's parents (or those with parental responsibility), advocates where appropriate, staff from our school who work with the child, and any visiting support staff (such as Educational Psychologists, Primary Behaviour Service, Speech and Language Therapists, Social Workers and colleagues from the Child and Adolescent Mental Health Services). We record the outcome from these planning meetings and seek parental signature to confirm their knowledge of our planned approach.

We review these plans and will do so more frequently if there are any concerns about the nature of frequency of the use of restrictive physical intervention or where there any major changes to the child's circumstances.

We recognise that there may be some children who find physical contact in general particularly unwelcome as a consequence of their culture/religious group or disability. There may be others for whom such contact is troubling as a result of their personal history, in particular of abuse. We have systems to alert staff discreetly to such issues so that we can plan accordingly to meet individual children's needs.

Where a child does not have an existing behaviour plan or risk assessment – i.e., in an emergency, staff do their best, using reasonable force within their duty of care.

## **6. What type of restrictive physical intervention can be used?**

Any use of restrictive physical intervention by our staff should be consistent with the principle of reasonable force. In all cases, staff should be guided in their choices of action by the principles in section 2 above.

Staff should not act in ways that might reasonably be expected to cause injury, for example by:

- holding a child around the neck or collar or in any other way that might restrict the child's ability to breathe
- twisting or forcing limbs against a joint
- holding a child by the hair or ear.

Where staff need specific training in the use of restrictive physical intervention, we arrange that they should receive Team Teach training, through Hampshire County Council. This training is accredited by the Institute of Conflict Management (ICM). We ensure that staff have access to appropriate refresher training.

Further, we actively work to ensure general training is accessed by our staff in the following areas:

- those relating to legal issues policy and risk assessment
- understanding behaviour and planning for change.
- de-escalation techniques

A record of such training is kept and monitored. See Appendix 3.

We may use withdrawal or time-out in a planned way. We define these as follows:

**Withdrawal** involves taking a pupil away from a situation that has caused anxiety or distress, to a place where they can be observed continuously and supported until they are ready to resume their usual activities.

**Time-out** is where a previously identified child needs their own space away from the situation. This will be part of the child's Individual Behaviour Management Plan.

We do not plan for and do not advise, except in emergency situations, staff to use seclusion.

Seclusion is where a young person is forced to spend time alone in a room against their will.

Examples could include:

- Where a child has been escorted to a room in order to remove them from a dangerous situation and staff members observe them from outside of the room whilst holding the door shut (e.g. through a window), or the door being locked.
- Where a staff member has removed all the class members from a room and in order to prevent the pupil displaying the challenging behaviour from following, the door is shut so they are prevented from leaving.

If we need to seek further advice around the use of seclusion, other than in an isolated emergency situation, we would contact the lead Educational Psychologist as named in Appendix 6 for further advice and guidance.

We carefully consider wider issues around the *long term* segregation of children and young people (e.g., including the removal of outdoor spaces or educating children or young people away from peers) and are clear about how these relate to Article 5 of the Human Rights Act (1998). The reasons for any courses of action should be clearly explained to the young person and their family.

## **7. Recording and Reporting**

We record any use of restrictive physical intervention using the record form online (<https://www.hants.gov.uk/educationandlearning/educationalpsychology/documents>) We do this as soon as possible after an event, ideally within 24 hours. Where an incident causes injury to a member of staff, it should be recorded as per the corporate accident/incident reporting procedure using the online report form. Further, our governing body ensures that procedures are in place for recording significant incidents and then reporting these incidents as soon as possible to pupil's parents.

After using restrictive physical intervention, we ensure that the headteacher is informed as soon as possible. We also inform parents by phone (or by letter or note home with the child if this is not possible). A copy of the record form is also available for parents to read. Records are retained for 22 years after the date of birth of the child.

In rare cases, we might need to inform the police, such as in incidents that involve the possession of weapons. This would be in line with our general practice, informed by the DfE Guidance *Searching, Screening and Confiscation: Advice for schools* (2018) and Section 45 of the *Violent Crime Reduction Act 2006*.

## **8. Supporting and Reviewing**

We recognise that it is distressing to be involved in a physical intervention, whether as the child, the adult directly involved or as someone observing or hearing about what has happened, including the parent/carer.

After a restrictive physical intervention, we aim to support the child so that they can understand why it was necessary. Where we can, we record how the child felt about this<sup>1</sup>. Where it is appropriate, we have the same sort of conversations with other children who observed what happened. In all cases, we will wait until the child has calmed down enough

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<sup>1</sup> We use the guidance in the Hampshire document *Planning and recording physical intervention in schools* (updated 2019) – we support the child to help them record their views.

to be able to talk productively and learn from this conversation. If necessary, the child will be asked whether he or she has been injured so that appropriate first aid can be given. This also gives the child an opportunity to say whether anything inappropriate has happened in connection with the incident.

We also support adults who were involved, either actively or as observers, by giving them the chance to talk through what has happened with the most appropriate person from the staff team.

A key aim of our after-incident support is to repair any potential strain to the relationship between the child and the people that were involved in the restrictive physical intervention.

After a restrictive physical intervention, we consider whether the individual behaviour plan needs to be reviewed so that we can reduce the risk of needing to use restrictive physical intervention again

## **9. Monitoring**

We monitor the use of restrictive physical intervention in the school. Incidents of restrictive physical intervention are monitored by the Headteacher and reported to the Governing Body with the aim of protecting children, avoiding discrimination and developing our ability to meet the needs of children without using restrictive physical intervention.

Our analysis considers equalities issues such as age, gender, disability, culture and religion issues in order to make sure that there is no potential discrimination; we also consider potential child protection issues. We look for any trends in the relative use of restrictive physical intervention across different staff members and across different times of day or settings. Our aims are to protect children, to avoid discrimination and to develop our ability to meet the needs of children without using restrictive physical intervention. We report this analysis back to the governing body so that appropriate further action can be taken and monitored.

## **10. Concerns and complaints**

The use of restrictive physical intervention is distressing to all involved and can lead to concerns, allegations or complaints of inappropriate or excessive use. In particular, a child might complain about the use of restrictive physical intervention in the heat of the moment but on further reflection might better understand why it happened. In other situations, further reflection might lead the child to feel strongly that the use of restrictive physical intervention was inappropriate. This is why we are careful to ensure all children have a chance to review the incident after they have calmed down.

If a child or parent has concern about the way restrictive physical intervention has been used, we would encourage them to discuss this with us. If the informal discussion does not resolve the concerns, the school's complaints procedure may be used.

Where there is an allegation of assault or abusive behaviour the Headteacher or Deputy Headteacher should be informed and child protection procedures would be followed. If the concern, complaint or allegation concerns the Headteacher, the Chair of Governors would be informed.

Our staff will always seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally. This is not to be seen as necessarily a failure of

professional technique but a regrettable and infrequent side effect of making sure the service user remains safe.

If parents/carers are not satisfied with the way the complaint has been handled, they have the right to take the matter further as set out in our complaints procedure.

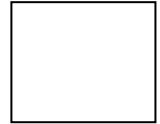
The results and procedures used in dealing with complaints are monitored by the governing body.

### **11. Reviewing this policy**

This Policy has been formulated to be in-line with Hampshire County Council's Policy and Guidance on Restrictive Physical Intervention in schools (January 2020).



# Physical Intervention Record Form



School ..... DCSF No..... Year Group.....

Name of child/young person .....

Is this young person a looked after child/SEN/vulnerability? .....

When did the incident occur?

Date	Day of week	Time	Where?
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Staff involved

Name	Designation	Team Teach trained?	Involved: physically? (P) as observer? (O)	Staff signature

Please describe the incident and include:

1. What was happening before? 2. What do you think triggered this behaviour? 3. What de-escalating techniques were used prior to physical intervention? 4. Why was a PI deemed necessary? 5. Any other information relevant to include.

Team Teach technique(s) used (tick as appropriate)

Technique	Standing/escort	Sitting/chairs	Kneeling	Ground
Breakaway/defensive				
One person				
Two people				

Please give details below of hold, e.g. single elbow, double elbow, wrap, etc.

.....

How long was the child/young person held? .....

If the child/young person was held on the ground: Did they go to ground independently?\*

(e.g. did the child lift their weight off the floor, or go deadweight)

Were they taken to ground by staff?\*

*\*tick as appropriate*

**Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the child.**

Has the child/young person been held before?	Yes/No
<i>A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.</i>	
Does the individual support plan need to be reviewed as a result of this incident?	Yes/No
Does the risk assessment need to be reviewed as a result of this incident?	Yes/No
If yes, who will action and when? (less than four weeks)	

Who was the incident reported to, and when? .....	
.....	
Was there any medical intervention needed?	Yes/No
Include names of any injured person and brief details of injuries .....	
.....	
.....	
Please specify any related record forms	
Accident Book <input type="checkbox"/>	Anti Bullying and Racist Incident Record Form <input type="checkbox"/>
Skin Map <input type="checkbox"/>	Violent Incident Record <input type="checkbox"/> Complaints recorded <input type="checkbox"/>
Other (please specify) .....	

Was the pupil debriefed?	Yes/No
Were staff offered a debrief?	Yes/No
Was it taken up?	Yes/No

Parents/carers were informed

Date	Time	By whom?	By direct contact, telephone, letter?

Form completed by:	Name	Designation	Date and time

**If further advice is required around any issues related to physical intervention or the completion of this form please contact Helen Carlow on 01962 876217**