



Physical Intervention and Restraint Policy

SCOPE:	Academy Policy
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1. Statement of Intent

- 1.1 At All Saints CE Academy, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. We do however recognise that children 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 policy for physical intervention is based upon the following principles:
- Physical intervention should be used only 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 Principal as soon as possible
 - Parents will be informed of each incident

2. The Legal Framework

- 2.1 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
- 2.2 The use of restrictive physical intervention should be consistent with the Department for Education (DfE) Use of Reasonable Force guidance (2013) which sets out the conditions under which reasonable force might be used in schools and the joint guidance from the Department for Education and the Department for Health and Social Care entitled Reducing the Need for Restraint and Restrictive Physical Intervention (2019), which details the context in which restraint should be used. School staff should recognise their duty of care both through what they actively do, and through what they refrain from doing.
- 2.3 Safety is always a paramount concern and as such staff are not required /advised to use restrictive physical intervention if it is likely to put them at risk themselves.

3. Our approach

- 3.1 At All Saints CE Academy we aim to avoid the need for physical intervention and regard this as a last resort in a tiny 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 Rewards Policy.
- 3.2 It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will exercise their own professional judgement in situations which arise within the above categories.
- 3.3 Staff should always act within the Academy's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

- 3.4 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 wellbeing.
- 3.5 Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

4. Use of physical restraint

- 4.1 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, allowing the pupil to regain self-control. It should never take a form which could be seen as punishment.
- 4.2 Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.
- 4.3 In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint methods used as a last resort.
- 4.4 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
- 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

5. Actions after an incident

- 5.1 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.
- 5.2 The Principal should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised.
- 5.3 An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.
- 5.4 All incidents should be recorded immediately on the Reasonable Force Form (RF1) below in Appendix A. All sections of this report should be completed so that any patterns of behaviour can be identified and addressed.
- 5.5 In the event of any future complaint or allegation this record will provide essential and accurate information.
- 5.6 A copy should be filed in the child's appropriate file and in a central school file in order to inform individual and school risk assessments.
- 5.7 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.

6. Risk Assessments

- 6.1 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 will address:
 - 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

7. Complaints and Allegations

- 7.1 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 complaints disciplinary or allegation management procedures.
- 7.2 It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

- 7.3 We shall review this policy on a yearly basis. This Policy is reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Appendix A – Form RF1

Positive Handling Support & Intervention Form No. _____
(This report should be completed on the day of the incident.)

Pupil Name: _____

Class: _____ Year group: _____

Date of incident: _____ Time: _____

Activity/lesson: _____

Location: _____

Post of staff reporting: _____

Staff reporting: _____

Initial report made to: _____

Name(s) of witnesses (staff): _____

Name(s) of staff involved: _____

Name(s) of witnesses (pupils) : _____

Signature of reporting member of staff:

REASON FOR INTERVENTION		BEHAVIOUR	
Disruption to lessons	<input type="checkbox"/>	Persistent refusal	<input type="checkbox"/>
Prejudicing good order	<input type="checkbox"/>	Verbally abusive	<input type="checkbox"/>
Bullying pupil(s)	<input type="checkbox"/>	Damage to property	<input type="checkbox"/>
To avoid damage to property	<input type="checkbox"/>	Disruption to lesson	<input type="checkbox"/>
Absconding	<input type="checkbox"/>	Physical aggression (biting, kicking, spitting, hitting, head butting)	<input type="checkbox"/>
Preventing a criminal act	<input type="checkbox"/>	Self harm	<input type="checkbox"/>
Immediate danger to member of staff	<input type="checkbox"/>	Other (give details below):	
Immediate danger to other pupil(s)	<input type="checkbox"/>		
Immediate danger of personal injury to pupil	<input type="checkbox"/>		

DE-ESCALATION TECHNIQUES USED: (check those that apply)			
Verbal advice	<input type="checkbox"/>	Time out offered	<input type="checkbox"/>
Staff changeover	<input type="checkbox"/>	Distraction	<input type="checkbox"/>
Reassurance	<input type="checkbox"/>	Persuasion	<input type="checkbox"/>

Why didn't the de-escalation techniques have a positive effect?:

Details of Interventions

(Including pre-physical intervention de-escalation techniques)

Time (minutes)	Technique	Position	Effectiveness 1-10 (10 = Most effective)	Number of staff	Initials of staff

As with all physical interventions staff will make a dynamic risk assessment and act in the best interests of the pupil with the resources available to them at the time. This ensures that we meet our duty of care and maintain safety for all.



Details of Ground Hold:

N/A: ☐

Prone: ☐

Supine: ☐

State who held which body part

Witness:

1. ☐

2. ☐

1. ☐

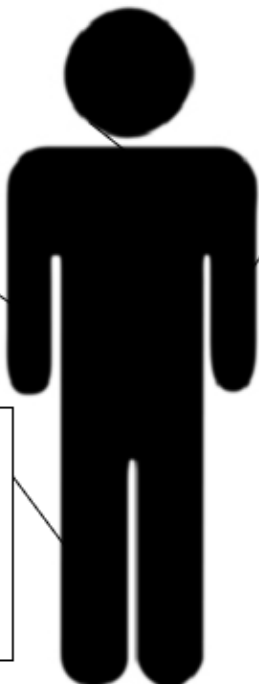
Support/Change:
☐

1. ☐

Support/Change:
☐

1. ☐
2. ☐

Support/Change:
☐
☐



Details of Ground Hold:

N/A: ☐

Prone: ☐

Supine: ☐

State who held which body part

Witness:

1. ☐

2. ☐

1. ☐

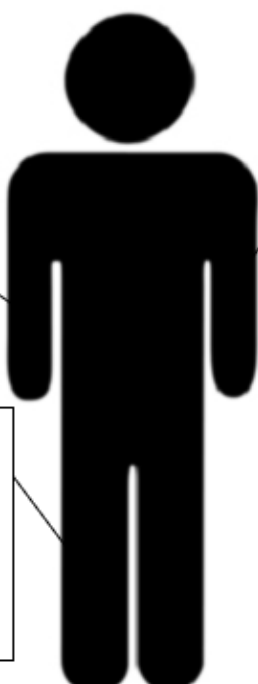
Support/Change:
☐

1. ☐

Support/Change:
☐

1. ☐
2. ☐

Support/Change:
☐
☐



ANTECEDENTS (A brief description of the events leading up to the incident)

<u>SETTING</u> Where was the pupil and with whom?	
<u>TRIGGER</u> What was going on beforehand?	
<u>BEHAVIOUR</u> What did the pupil actually do?	
<u>OUTCOMES</u> How did the incident end/stop? What happened afterwards?	
<u>ACTIONS</u> What consequences sanctions where applied?	

POST INCIDENT

MEDICAL

Breathing / circulation checked during incident? YES NO N/A
☐ ☐ ☐

Name of first aider present: _____

Details (if appropriate): _____

Injury to others? (Including staff) YES NO N/A
☐ ☐ ☐

If Yes please give details: _____

Maybo techniques seek to avoid injury to the client, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of attempts to keep people safe.

Give details of measures taken to ensure that the pupil was calmed after this incident:
(please select)

In case of Ground recovery

Respiration and colour checked:

5mins	30mins	60mins
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Person conducting checks : _____

Additional information: _____

SUPPORT/REPAIR/REFLECTION

This is to be completed at the most appropriate time for the pupil (s) concerned.

RESPONSE & VIEW OF PUPIL

It may be that reading through this report with the pupil will prove to be detrimental to the pupil making positive moves forward from the incident.

Therefore they are offered the opportunity to see the report; they may not wish to revisit the incident in the detail that this report covers.

If there are any issues that the pupils brings to the attention of the staff regarding the incident please record here:

SENIOR LEADERSHIP MONITORING:

	YES	NO	N/A
Was sufficient /appropriate de escalation undertaken?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were there grounds for use of physical control?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were approved physical controls used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has appropriate /sufficient post incident action been taken? <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Is the record keeping comprehensive and complete?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were all relevant people informed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does an updated risk assessment need to be completed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have staff been given the opportunity to be debriefed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other comments:

Signature of Senior Leader

Date:

Signature of Head of School:

Date

REPORTING INCIDENT

Those contacted post incident:

Parent / Carer	<input type="checkbox"/>	Date:	Time:
Details: _____			
Social Worker	<input type="checkbox"/>	Date:	Time:
Details: _____			
Police	<input type="checkbox"/>	Date:	Time:
Incident Number:	_____		
Details: _____			
Other professionals	<input type="checkbox"/>	Date:	Time:
Details: _____			