

Poplar Street Primary School

Physical Restraint Policy

Dissemination

- Headteacher / Deputy Headteacher to ensure all contents of this policy are included during induction of all new staff.
- Where appropriate, staff must sign to say that they have read and understand the contents of this policy.
- A copy maybe available on the school website.

Responsibilities

- Headteacher to review annually
- Governor:
- Senior Leadership Team member in charge of Behaviour and Safety:

Introduction

The school have drawn up this policy to ensure the correct implementation of DfE circular 10/98, relating to section 550A of the 1996 Education act, 'The Use of Force to Control or Restrain Pupils' and to reflect the guidance found in 'Guidance for Safer Working Practice for Adults who Work with Children and Young People' (DCSF, 2009)

This policy must be adhered to by all members of staff in order to safeguard all pupils and themselves.

Aim

The aim of this policy is to identify what forms of physical contact are allowed, to make all staff aware of the circumstances in which physical intervention might be appropriate and to identify factors that staff should bear in mind when deciding whether to use physical force. It also serves as a mechanism for informing parents of the legal situation surrounding the use of force in school.

Rationale

Corporal punishment

The school does not authorise, in any way, the use of corporal punishment to discipline children. As section 550A states 'The law forbids a teacher to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain, injury or humiliation.'

Authorised use of force

Wherever possible, staff should attempt to use 'verbal' strategies for dealing with difficult situations. There are however certain instances when the use of physical force may be the only option to ensure the safety of both an individual pupil or groups of pupils, or to maintain discipline and behaviour. Section 550A allows teachers and other persons who are authorised by the head teacher to use such force as is reasonable to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- Injuring themselves or others.
- Causing damage to property - including the pupils' own property
- Engaging in any behaviour prejudicial to maintaining good order and discipline, either on school premises or on an educational visit.

All members of staff are authorised by the head teacher and Governors to use reasonable force under the above circumstances. This does not include parents and voluntary helpers who may be helping either in school or on educational visits.

Physical force is not justified to prevent a trivial misdemeanour, or in a situation that could be resolved without force.

Reasonable Force

There is no legal definition of reasonable force, so it is not possible to set out conclusively when staff are justified in using force or the degree of force that should be applied. However any force used should always be the minimum needed to achieve the desired result and should also be in relation to the age and physical size of the pupil.

Application of Force

Once again it is impossible to establish set rules regarding what type of contact is justified in different situations, however the following are the types of contact that are warranted, subject to the principle of reasonable force being used.

- Physically intervening between pupils who may be fighting
- Blocking the path of a pupil who may be about to commit a criminal offence
- Holding a pupil by the upper arm using a 'Friendly C'* if they are in physical danger or are causing severe disruption
- Leading a pupil away from a conflict situation by holding the hand or using a 'Friendly Hold'*

Under no circumstances should staff or authorised personnel act in a way that might deliberately cause injury, for example by:

- Holding a pupil by the neck, collar or any other way that might restrict breathing
- Slapping, punching or kicking a pupil
- Twisting or forcing limbs against a joint
- Tripping up a pupil
- Holding a pupil by the hair or ear
- Holding a pupil face down on the ground

*Friendly Hold – Link arms with the pupil and both people's elbows should be bent, adult holding the lower arm

*Friendly C – Adult shaping their hand in a C shape holding the upper arm without gripping i.e. keeping the fingers straight

Training

Currently 7 members of staff are trained in the Team Teach techniques. These are: Iain Linsdell, Leanne Ray, Karen Williams, Sue Mason, Ann Barnes, Ann Banner and Marie Walker. Team Teach develops positive handling skills in behaviour management including verbal and non-verbal communication, diversion and de-escalation and safe, effective, humane physical interventions

- Staff who have been trained to an appropriate level are authorised to use restrictive physical interventions.
- However, in an emergency the use of physical intervention by other people can be justified if it is the only way to
- prevent injury or to prevent an offence being committed.
- The use of physical intervention should be reasonable and proportionate
- A register of Team Teach trained staff and staff authorised to use Team Teach Positive Handling techniques is held in the SEN office of the Inclusion Manager in the Safeguarding file.

What do we mean by Physical Intervention?

Non-restrictive physical intervention is when either the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they wish to do so. Restrictive physical intervention prevents, impedes or restricts movement or mobility.

When may a restrictive Physical Intervention be used?

Restrictive physical intervention may become necessary to prevent a child injuring themselves or others or prevent them damaging property (Section 550A, DFES Circular 10/98).

Risk Assessments

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. Staff in an emergency situation will therefore effectively carry out a dynamic risk assessment.

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.

However, any physical intervention involves a degree of risk; the assessment of the level of risk to the child or young person, themselves, others, and the circumstances of the situation must be considered before deciding to intervene. Staff should think clearly and carefully before acting.

Physical intervention of a child or young person should calm the situation and not lead to greater injury or an escalation of violence. There are many things to consider and the following are examples of factors which could be taken into account when evaluating the risks involved and in determining the techniques to be employed in any particular situation:

- The age, relative physiques, and known medical conditions of both the adult restrainer and the child or young person;
- The relative genders of staff and child or young person;
- The presence of a second, or other adults, available to assist, supervise, and become involved in the physical intervention;
- The opportunity to secure the presence of a second, or other adults;
- Spectacles, hearing aids, jewellery and clothing worn by the child or young person;
- The restrainers capacity to act calmly and systematically;

The location of the incident and the potential for the physical intervention to be carried out safely

Recording incidents

It is important that staff immediately report any incident of physical contact that takes place between themselves and a pupil, to the Head teacher or most senior member of staff in school at the time. This should be followed by completing a full report of the incident, using the proforma in Appendix 1. Parents will also be informed of any incident involving their child and will be given an opportunity to discuss the incident at the earliest possible convenience.

Positive Handling Plan

Following a physical intervention, a Positive Handling plan should be completed for the pupil involved. If the pupil already has a Positive Handling Plan then the plan will be reviewed (see Appendix 2).

Post Incident Management

Incidents that require the use of restrictive physical intervention can be upsetting to all concerned. Time to discuss the incident with all involved needs to be made. This should be when the Child is calm. It should include 3L's: Listen to the child's view first, Link feelings to behaviours from all concerned and Learn find better ways to support next time. Time needs to be taken to repair the relationship.

Physical contact with pupils in other circumstances

There are inevitably some other occasions when physical contact with children is necessary. In particular, physical contact may be necessary during P.E or D.T lessons, or if a member of staff has to give First aid. All staff should be aware of the possible misinterpretation of actions such as this, so wherever possible any such contact should only be used where another member of staff is present, or the contact made in such a way that it cannot be misinterpreted. Staff should be particularly aware of cultural and gender issues around physical contact.

Complaints

- Complaints will be dealt with by the Head teacher and a committee of the Governing Body
- Use of physical intervention that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force, should be dealt with under school disciplinary procedures

Statutory Duty of the School: The Head teacher takes overall responsibility for:

- the policy and its implementation & for liaison with the Governing
- Body, parents, LA and appropriate outside agencies
- The Head teacher will ensure that all staff are supported and have the opportunity to attend an appropriate training course including Positive Handling Strategies

Monitoring, Evaluation & Review

- The Headteacher and Governing Body will review this policy annually and assess its implementation and effectiveness
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Appendix 1

Physical Intervention Form

Name of pupil involved

When did the incident take place?

Where did the incident take place?

Name of any other staff or pupils who witnessed the incident:

The reason that force was necessary:

How the incident began / progress?

Details of pupils' behaviour:

What was said by different parties:

Steps taken to defuse or calm the situation:

The degree of force used / how it was applied / for how long:

What was the parents' response and the outcome of the incident?

Signatures from Staff and Parents:

Signed: _____

Name: _____ Date: _____

Signed: _____

Name: _____ Date: _____

Signed: _____

Name: _____ Date: _____

Details of any injury suffered by the pupil, another pupil or a member of staff and / or damage to property

Name:

Setting:

TRIGGER Behaviours: (Describe common behaviours / situations which are known to have led to Positive Handling being required. When is such behaviour likely to occur?)

TOPOGRAPHY of Behaviour: (Describe what the behaviour looks / sounds like?)

PREFERRED Supportive & Intervention Strategies (other ways of C.A.L.M.ing such behaviours. Describe strategies that, where and when possible, should be attempted before positive handling techniques are used)

Verbal advice and support	<input type="checkbox"/>	Distraction (known Key words, objects, etc. Likes)	<input type="checkbox"/>
Reassurance	<input type="checkbox"/>	Take up Time	<input type="checkbox"/>
C.A.L.M. talking / Stance	<input type="checkbox"/>	Time Out (Requires a written plan)	<input type="checkbox"/>
Negotiation	<input type="checkbox"/>	Withdrawal (Requires Staff/Carer Observation)	<input type="checkbox"/>
Choices/Limits	<input type="checkbox"/>	Cool Off: Directed / Offered (delete as appropriate) Time allowed out to calm down or cool off.	<input type="checkbox"/>
Humour	<input type="checkbox"/>	Contingent Touch	<input type="checkbox"/>
Consequences	<input type="checkbox"/>	Transfer Adult (Help Protocol)	<input type="checkbox"/>
Planned Ignoring	<input type="checkbox"/>	Success Reminder	<input type="checkbox"/>

Others ?

Praise Points / Strengths: (Areas that can be developed and built upon) Please state at least 3 Bridge builders

1:

2:

3:

Medical Conditions that should be taken into account before physically intervening.
i.e. Asthma, Brittle bones

Preferred Handling Strategies: (Describe the preferred holds: standing, sitting, ground, stating numbers of staff, what "get outs" that can be used when holding, etc)

De-briefing process following incident: (What is the care to be provided?)

Recording and notifications required:

Please print: _____ Please sign: _____

Establishment: _____ Name: _____

Placing/Authority: _____ Name: _____

Parents/Guardians: _____ Name: _____

Name: _____ Name: _____

Date: ___ / ___ / ____

Review Date: ___ / ___ / ____

Other Factors to Consider:

- | | |
|---|--------------------------------|
| • Key behaviour difficulties | How the individual can help |
| • Our understanding of the behaviour | How Parents or Carers can help |
| • What we want to see instead | Rewarding progress |
| • Environmental Changes that might help | |
| • Monitoring progress | |