



Physical Intervention and Restraint Policy

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The difference between try and triumph is UMPPHHH!

Physical Intervention and Restraint Policy

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Relevant documentation

- Keeping Children Safe in Education – 2024
- Good Behaviour Policy – 2024/25

Statement of Intent:

At Skelton Primary School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices and is clearly communicated and understood by pupils, parents and staff. We aim, as a school, to produce a safe and secure environment where all can learn. On rare occasions, circumstances may result in a situation that requires some form of physical intervention by staff. This policy aims to produce a consistent school response to any incidents that may occur and make clear each person's responsibilities with regard to physical intervention and restraint.

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 Head teacher as soon as possible
- Parents will be informed of each incident

The legal framework:

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'

Our Approach

At Skelton Primary School, we aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in conjunction with our Good Behaviour Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

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.

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

Roles

The Head Teacher

- Lead the implementation of the contents of this policy and communicate its contents to all members of the school community.
- Ensure that the school is a safe place for all pupils and staff.
- Ensures incidents are recorded appropriately.
- Ensures that all staff members receive sufficient training to be equipped to deal with incidents that require physical intervention and restraint.
- Ensures that staff receive appropriate support following an incident.

Staff

- Follow the positive handling plans for those with recognised emotional/behavioural difficulties.
- Inform head teacher of any incidents involving physical intervention or restraint.
- Communicate effectively and promptly with parents.
- Write/review PHP and share with parents and relevant staff.
- Record incident on relevant RPI forms and file in appropriate file stored with the Nurture Intervention manager. Copies of all forms will be uploaded to the child's CPOMs record.
- Communicate any concerns to the head teacher.

Parents

- Attend meetings arranged by members of staff and cooperate in devising strategies, planned responses and PHPs which will support the child.
- Sign and support the PHP.
- Communicate any concerns to an appropriate member of staff.

Use of Reasonable Force & Physical Restraint

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

All members of school staff have a legal power to use reasonable force.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

Members of staff can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort.

When physical restraint becomes necessary:

DO

- Tell the pupil what you are doing and why
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- 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

Actions after an incident:

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. The head teacher should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed. After any incident involving restraint a PHP (Appendix A) will need writing/reviewing. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on CPOMs recording system. In extreme cases a Record of Physical Intervention form may be completed. All sections of this report should be completed so that any patterns of behaviour can be identified and addressed.

In the event of any future complaint or allegation this record will provide essential and accurate information.

A copy should be filed in the Physical Intervention & Restraint file, kept in the Nurture Managers office in order to inform individual PHP's and school risk assessments and a copy should be added to the pupil's CPOMs incident.

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.

Positive Handling Plans:

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

Complaints and Allegations:

A clear physical intervention and restraint policy, adhered to by all staff and shared with parents, should empower everyone working with children at Skelton Primary School. Any concern about the use of Physical intervention and restraint would lead to a full investigation.

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

Recording

All behaviour incidents, where restraint is needed, are to be recorded on the electronic CPOMs recording system.

All major incidents to also be recorded on a 'Record of intervention Form' (attached)

This form will be signed by any staff involved or observing and the head teacher. It will be kept in the Physical Intervention & Restraint file in the Nurture Managers office.

This policy is monitored on a day-to-day basis by the Head teacher and all staff, by talking with children, both formally and informally, from parents' communications and from colleague observations and reporting. Information is reported to Governors about the effectiveness of the policy on request.

Positive Handling Plan

Date

Name	Class teacher	Key worker Usually, a nurture staff member	Safe place e.g. In class/nurture/red chair
Reason for completing/updating PHP- Just one sentence to explain the need for this PHP e.g. Due to increased incidents or a specific incident, end of term review			
Things/subjects I like/am good at A short list of the child's main interests e.g. <ul style="list-style-type: none"> • Lego • Arts and crafts • reading 			
Medical If there is a diagnosis or referral that we are waiting for e.g. ADHD referral to speech & language		Thrive- just answer yes or no. I will highlight area of development Do we have permission for a thrive assessment? Is a thrive plan in place? Being/doing/thinking/power & identity/skills & structure	
Triggers Bullet points of known triggers e.g. <ul style="list-style-type: none"> • change of routine • noise • writing 			
Current provision A list of what is already in place e.g. <ul style="list-style-type: none"> • target card 			

- visual timetable
- safe space

<ul style="list-style-type: none"> • visual timetable • safe space 					
<u>Anxiety behaviours</u> What you see A list of the behaviours you see e.g Fidgeting with equipment, Shouting out,		<u>Defensive behaviours</u> Gets out of chair trying to self-regulate, Silly noises/giggling inappropriately, Swearing		<u>Crisis behaviour</u> Talks rudely, answers back, teasing/making fun of others. Exits classroom	
What are you going to do List how to respond Reminder of what expected and of how to achieve target.		Remind of target Use safe space Call nurture for support		<u>Consequences</u> Complete any work missed Put it right e.g. pick things up	
Child	Parent	Class teacher	Key Person	SENCo	Head teacher



Record of Interventions

Intervention no.

Please refer to the school's Positive Handling Policy

Name of pupil: Class :
.....

Date of incident Place/s incident occurred:

Reporting staff:

Other staff involved:
.....

Other witnesses:

Start time (please use 24 hour clock): End time:

How did the incident begin? (Antecedents)

What led to the incident/triggered the behaviour?

What behaviour was observed? (Behaviour)

State actual behaviour observed, e.g. hitting rather than aggressive.

What was done to defuse/de-escalate the situation? (place x in appropriate box)

☐ Ignoring

☐ Calm talking

☐ Negotiating

☐ Humour

☐ Remove Audience

☐ Acknowledgement

☐ Apologising

☐ Verbal advice / support

☐ Transfer Adult

Was a Restrictive Physical Intervention used?

☐ Yes

Behaviour Management Plan followed

No go to post incident support

☐

Other (please state):

Reason why reasonable force was thought necessary (please tick only 1):

[] The pupil was at immediate risk of injury

[] The pupil was placing other pupils at risk of injury

[] The pupil was placing staff or others present at risk of injury

Description of physical interventions used

TT Technique used	<input checked="" type="checkbox"/>	Length of time	Staff involved	TT Technique used	<input checked="" type="checkbox"/>	Length of time	Staff involved
Friendly Escort				Seats to T wrap			
Single Elbow				T Wrap to ground			
Double Elbow				Cradle			
Figure of Four				Bite response			
Single Elbow in Seats				Hair Grab Response			
T Wrap				Clothing Grab Response			
T wrap to Seat				Safe Neck Disengagement			

Post incident support

Incident discussed with pupil at level appropriate to their understanding

▪ By whom?

Post incident discussion with pupil (Brief description of outcomes)

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Was the pupil's positive handling plan followed?

- [] No plan was in place (is now!)
- [] Yes and was adequate to manage the incident
- [] Yes but additional measures were needed as behaviour had not been experienced before and the PHP will need reviewing

Parents informed (place x in appropriate box)

- | | |
|--|---------------------------------------|
| | By telephone - by whom? |
| | In home/school diary - by whom? |
| | Letter sent home - by whom? |

Injuries – please tick all that apply and add HS1 number to brackets []

- | | | |
|------------------------------------|-----|---------------|
| Staff injured | [] | HS1 completed |
| Pupil involved in incident injured | [] | HS1 completed |
| Other pupils injured | [] | HS1 completed |
| Other people injured | [] | HS1 completed |

All staff involved please sign to confirm this is an accurate record of the incident:

Signed: Date:

Signed: Date:

Signed: Date:

Incident reported to:

Action taken by head teacher

- ☐ RPI record completed fully and correctly - Yes/No
- ☐ Serious Incident Book (and HS1 if required) completed and signed
- ☐ Serious Incident Report letter sent home
- ☐ Report reviewed with staff and support/guidance provided
- ☐ Parents informed by Head teacher
 - Telephoned
 - Invited into school
 - Other - please state:

- ☐ Other professionals informed:

Name	Designation	Date informed and how

Signed: Time: Date:.....