



Bankside Primary School Physical Intervention and Restraining Policy

September 2024

Bankside Primary School Physical Intervention and Restraint Policy

Bankside Primary School encourages pupils to make positive *behavior* choices. However pupils 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 Restraint Policy is based upon the following principles:

Physical intervention is used only as a last resort when other appropriate strategies have failed.

Any physical contact is only the minimum required.

Physical intervention is used in ways that maintain the safety and dignity of all concerned.

Incidents are recorded and reported to the Headteacher.

Parents/Carers are 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 Headteacher, who have control or charge of pupils, to use such force as is reasonable in 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

This policy has been written with DFE 'Use of reasonable force' advice for Headteachers, staff and governing bodies July 2013 (see appendix 2).

DEFINITION OF REASONABLE FORCE AND RESTRAINT

The DFE guidance (2013) on the 'Use of Reasonable Force' defines and explains these terms in the following way:

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 pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are

fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. All members of staff who can use reasonable force have a legal power to use it. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit. The DFE Guidance 2013 on 'Use of reasonable force' states that schools 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, trip or a 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
- restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot:-

- use force as a punishment - it is always unlawful to use force as a punishment
- In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force, as is reasonable given under the circumstances, to conduct a search for the following 'prohibited items':-
 - knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Force cannot be used to search for items banned under the school rules.

OUR APPROACH

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 connection with our Behaviour Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate. Staff exercise their own professional judgement in

situations which arise within the above categories. Staff act within our school's policy on behaviour and discipline; in particular physical intervention is only used when all other strategies have failed to have the desired effect on a pupil's behaviour.

N.B. It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:-

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid.

Staff are aware that when they are in charge of children during the school day, or during othersupervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They therefore take reasonable action to ensure the safety and well-being of all pupils. This being said, staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

USE OF PHYSICAL RESTRAINT OR INTERVENTION

Physical restraint is 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 never takes a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint, i.e. only applying force necessary to stop or prevent danger should be used, in accordance with the guidelines below. In all circumstances, alternative methods are used as appropriate with physical intervention or restraint a last resort.

In the exceptional circumstances when physical restraint or intervention becomes necessary, staff should follow guidance below:

DO	DON'T
<ul style="list-style-type: none"> ● Summon help / involve another member of staff if possible ● Continue to talk to the pupil in a calm way ● Use simple and clear language ● Tell the pupil what s/he must do for them to remove the restraint (this may need frequent repetition) ● Use the minimum force necessary ● Be aware of any feelings of anger ● Hold limbs above a major joint if possible e.g. above the elbow ● Relax the restraint in response to the pupil's compliance 	<ul style="list-style-type: none"> ● Try to manage on your own ● Stop talking, even if the pupil does not reply ● Act in temper ● Allow a prolonged verbal exchange with the pupil ● Involve other pupils in the restraint ● Use physical restraint or intervention as a punishment ● 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

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 Headteacher must be informed of any incident as soon as possible and takes responsibility for making arrangements for debriefing once the situation has stabilised.

An appropriate member of the teaching staff debriefs the pupil concerned: the debrief includes consideration of the circumstances that precipitated the incident and explores ways in which future incidents can be avoided. Any other individuals involved in the incident are offered support.

If the behaviour is part of an ongoing pattern it will probably be necessary to address the situation through the development or review of an individual behaviour plan (IBP), which may include a risk assessment, an anger management programme and possible involvement of external agencies.

All incidents are recorded immediately on a Restraint Recording Form (appendix1).

All sections of the report are completed so that any patterns of behaviour can be identified and addressed. In the event of any future complaint or allegation this record provides essential and accurate information. A copy is filed in the child's appropriate file and a central copy is kept by the Headteacher.

A member of the teaching staff contacts 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.

RISK ASSESSMENTS

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 (recorded on an IBP) addresses:

- 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

This clear physical intervention and 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 under our Complaints Procedure . If, following preliminary investigations it is deemed necessary, the Headteacher will contact the LADO in line with our Child Protection Policy and Procedures.

A staff, pupils, parents and governors should be informed and aware of these policies and procedures and the context in which they apply.

This policy should be read in conjunction with the following policies:-

- » Behaviour Policy
- » Child Protection Policy and Safeguarding Policy
- » Staff Code of Conduct and Guidance for Safer Working Practice guidance for Adults who Work with Children and Young People in School Settings

This policy will be reviewed every two years, or before if necessary.

Policy Ratified by: Full Governing Board

Signed: Bankside Primary School

Date: 25th September 2024

ADVICE AND PROCEEDURE

Appendices Pertaining to the BSP RESTRAINING POLICY

Appendix 1: Flow Chart

Appendix 2: Restraint Recording Form

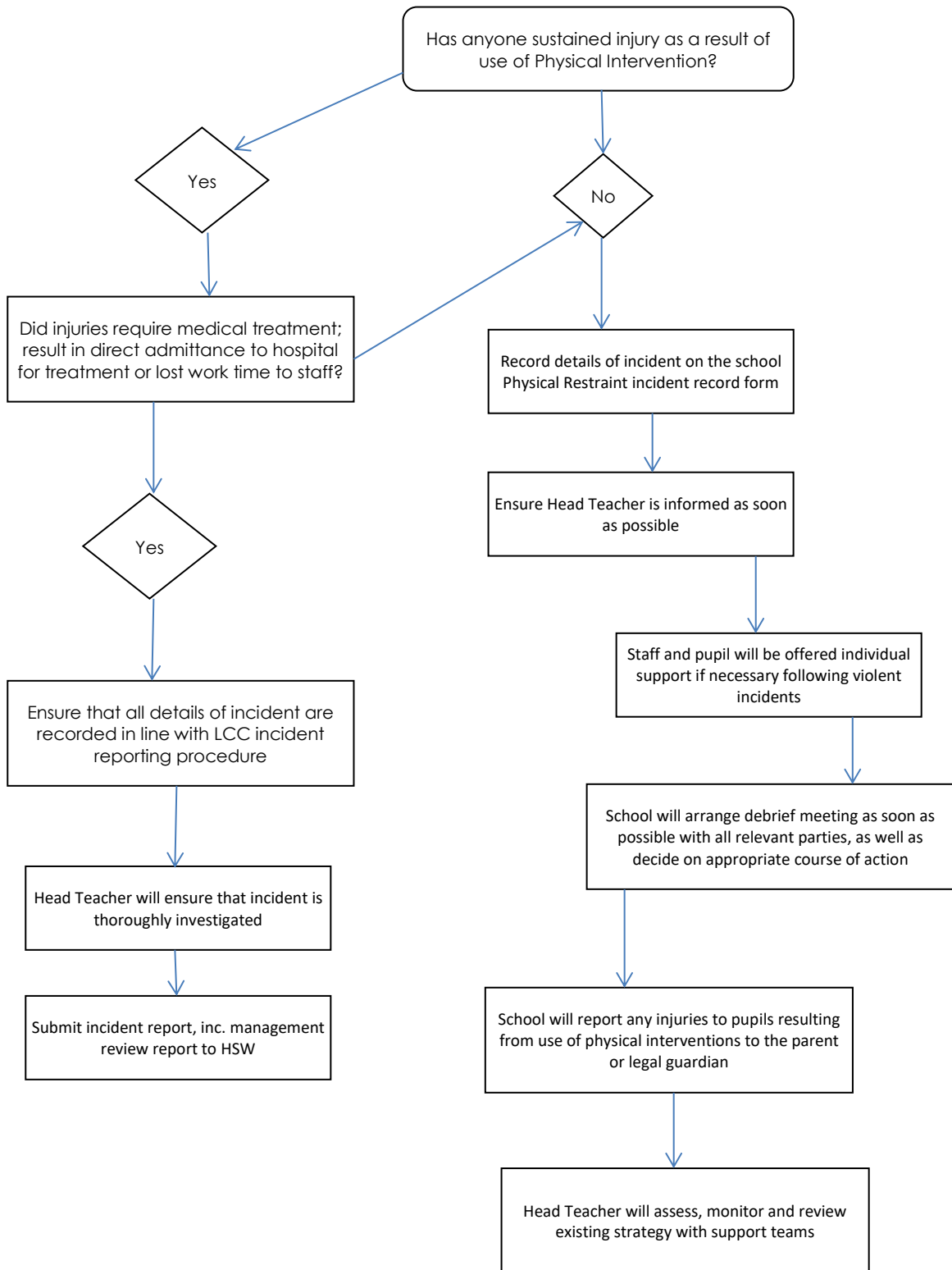
Appendix 3: What de-escalation techniques were used?

Appendix 4: Advice for Teachers

Appendix 4: Sample letter to parents following an incident

Appendix 5 : Frequently Asked Questions

Flowchart following use of Physical Intervention in School



Appendix 2

Restrictive Physical Intervention Report

Seen by Head:		Date:		Log Book No:	
---------------	--	-------	--	--------------	--

Basic information

Name of Child		Year Group:	
Date:		Time:	
Place:		Length of restraint: :	
Names of staff involved:			
Names of witnesses:			

Reason for intervention : to prevent a pupil from doing or continuing to do;

Committing a criminal offence		Damage to property	
Injury to themselves or others		Behaviour prejudicial to maintaining good order and discipline	

Describe the lead up to the incident/behaviour

--

De-escalation Techniques Used

Verbal Advice & Support		Humour		Distraction	
Reassurance		Options Offered/choices		Step Away	
Calm Talking		Time out Offered		Time out Directed	
Non Threatening Body Language		Other (Please specify) i.e. blue room			

Details of the incident:

--

Form of physical control

One person techniques			Two person techniques		
T-wrap	Standing	<input type="checkbox"/>	T-wrap (Level2)	Seated	<input type="checkbox"/>
	Seated	<input type="checkbox"/>		Floor	<input type="checkbox"/>
	Floor	<input type="checkbox"/>			
Cradle		<input type="checkbox"/>	Single elbow		<input type="checkbox"/>
Double elbow		<input type="checkbox"/>	Figure of Four		<input type="checkbox"/>
Half-shield		<input type="checkbox"/>	Two person double elbow		<input type="checkbox"/>
Other (specify)			Other (Specify)		

Injuries/damage caused

Child checked by:				Injury Suffered by Child	Yes		No		
				Treatment Required	Yes		No		
Referred to First Aider		Yes		No		Specify:			
Referred to GP		Hospital							
Parent/Carer informed by	Phone		Letter						
Injury suffered by staff	Yes		No		Damage to Property	Yes		No	
Specify				Details					

Action Taken

Follow up talk		Phone call to parent/guardian		Letter to parent/guardian	
Complete work missed		Referred to Police		Exclusion	
Returned to Class		Other Sanction			

Child's view of incident and use of restraint

Staff signature	Date

Appendix 3:

WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS? (tick below):

WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS? (tick below):		
verbal advice and support [] reassurance [] calm talking/stance [] time out directed [] time out offered []	choices/limits/consequences [] distraction [] planned ignoring [] take up time [] negotiation []	humour [] contingent touch [] transfer adult [] success reminder [] other (pls specify)

WHY WAS THE DECISION MADE TO USE RESTRAINT?

To prevent child / young person from causing injury to him/herself? [] To prevent child / young person from causing injury to others? [] To prevent child / young person from causing damage to property? [] To prevent child / young person from causing serious disruption? [] To prevent child / young person from running away? []
Other? (Please specify) []

DESCRIPTION OF PHYSICAL RESTRAINT HOLDS USED: (Please include approx. time span of any holds)

CHILD'S VIEWS

Report read and discussed with child Yes [] No []
[] Child / young person agrees with content
Yes [] No []
If no, what is the child's/young person's view? / If yes, does the pupil have any comment?

Did the child / young person suffer any injuries as a result of this incident? Injury location and description:

Did staff or others suffer any injuries as a result of this incident? Injury location and description:

POST-INCIDENT INFORMATION

Was any post-incident support offered and given to the child / young person? <i>a)</i> De-brief with adult [] <i>b)</i> Other (please specify) [] <i>c)</i> Offer declined by child / young person []	Was any post-incident support requested by and given to member of staff / other adult? <i>a)</i> De-brief with colleague [] <i>b)</i> De-brief with Headteacher [] <i>c)</i> Occupational Health Counselling [] <i>d)</i> Not requested []
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Appendix 4: sample letter to parents

Dear

I would like to inform you that was involved in an incident today and needed physical intervention to manage the situation.

I would like to invite you into school to discuss the incident. This might include writing / revising an IBP (Individual Behaviour Plan) in case further intervention is needed in the future.

Please get in touch with me as soon as possible so that this may be arranged.

Yours sincerely,

Head Teacher

Appendix 5 – Frequently Asked Questions :

Q: I'm worried that if I use force a pupil or parent could make a complaint against me. Am I protected?

A: Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.

Q: How do I know whether using a physical intervention is 'reasonable'?

A: The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force.

Q: What about school trips?

A: The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips.

Q: Can force be used on pupils with SEN or disabilities?

A: Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

Q: I'm a female teacher with a Year 10 class - there's no way I'd want to restrain or try to control my pupils. Am I expected to do so?

A: There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their pupils and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

Q: Are there any circumstances in which a teacher can use physical force to punish a pupil?

A: No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

