



# Houghton St. Giles Primary Academy Restrictive Physical Intervention Policy

2024-27

A handwritten signature in black ink, appearing to be "J. M. R.", positioned above a horizontal line.

CEO SIGNATURE

A handwritten signature in black ink, appearing to be "J. T. H.", positioned above a horizontal line.

CHAIR OF TRUST BOARD SIGNATURE

10/10/2024

DATE

Autumn 2027

NEXT REVIEW DATE



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## 1. Introduction

**This policy should be read alongside the following policies/documents:**

- Behaviour Policy
- Safeguarding Policy
- Team Teach Policy Statement (Appendix A)

St Bartholomew's CE Primary MAT fully recognises the responsibility to have arrangements in place to safeguard and promote the welfare of children.

St Bartholomew's CE Primary MAT encourages pupils to make positive behaviour choices. However, pupils sometimes do make the wrong choices or their actions place themselves or someone else in immediate danger of physical harm. On rare occasions this may result in a situation that requires some form of physical intervention by staff. Our Physical Restraint and Reasonable Force Policy is based upon the following principles:

- Wherever possible, and as a first approach methods to de-escalate situations should be used to minimise the necessity to use positive handling or physical restraint.
- Physical intervention is used only as a last resort when other appropriate strategies have failed.
- Any physical contact is only the minimum required for the shortest amount of time possible.
- Physical intervention is used in ways that maintain the safety and dignity of all concerned.
- Incidents are recorded on the school's physical intervention record sheet (appendix B) and reported to the Headteacher.
- Parents are informed of each incident.
- A minimum of 2 members of staff in each school have been trained by an recognised provider on Positive Handling/Physical Restraint techniques. These will be identified on the school staff safeguarding , during the induction of new staff and to all staff on at least a yearly basis during annual safeguarding training.

This policy is a whole MAT policy, adapted to the individual needs and circumstances of each setting and applies to all pupils. Care and consideration will be given to the age of the child when following the guidance in this policy. This policy applies to all staff, volunteers and contractors, paid and unpaid, working in the school, including governors.

This policy has been written using advice taken from Use of Reasonable Force, Advice for Headteachers, staff and Governing Bodies DfE 2013. The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND). Equality Act 2010, SEN and Disability Code of Practice 0-25 years 2015.



## 2. Key definitions

### For the Purposes of this Policy Document:

- Reasonable force/positive handling is defined as using no more force than is needed in the circumstances.
- Physical restraint is defined as the positive application of force in order to protect/prevent a pupil from causing injury to themselves or others or seriously damaging property. It is necessary in more extreme cases, for example to stop a physical fight.
- Injury means 'significant injury'; this would include actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others, by wilful or reckless behaviour, and self - poisoning.

## 3. Who can use Reasonable Force?

- All members of school staff have a legal power to use reasonable force.
- It can also apply to people whom the Head has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned using a dynamic risk assessment of the immediate circumstances.

## 4. When can Reasonable Force be used?

Reasonable force can be used:

- To prevent pupils from hurting themselves or others, from damaging property, from committing an offence, or from causing disorder;
- to control pupils or to restrain them;
- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- to 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;
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- to restrain a pupil at risk of harming themselves through physical outbursts.



## 5. When can Reasonable Force NOT be used?

Reasonable force can never be used as a form of punishment.

Guidelines for the Use of Physical Restraint Professional judgement should be used in circumstances where the use of physical restraint and reasonable force is needed.

- Staff should not hesitate to act in an emergency provided they follow the guidelines in this policy.
- Staff should always satisfy themselves that the action they take would be considered justifiable by a wider audience of professional colleagues.
- In any application of physical restraint, the minimum reasonable force for the shortest amount of time should be used to calm down the situation.
- Help should be summoned from colleagues; pupils should never be involved in restraint.

### What to do in circumstances when the use of physical restraint and reasonable force is needed

- Approach the pupil calmly but firmly.
- Where possible, the consequences of refusing to stop the behaviour should be explained and it should be communicated to the pupil that physical contact or restraint will stop as soon as it ceases to be necessary.
- A calm and measured approach is required by staff throughout.

### Method of Restraint

The method of restraint employed must use the minimum force for the minimum time and must observe the following:

#### ***Restraint must not:***

- Involve hurting the pupil
- Involve deliberately inflicting pain on the pupil
- Restrict the pupil's breathing
- Involve contact with sexually sensitive areas
- Involve locking the pupil in a room

#### ***During any incident the person restraining should:***

- Offer verbal reassurance to the pupil
- Cause the minimum level of restriction of movement
- Reduce the danger of any accidental injury



- Cease the restraint if there are any signs of physical distress in the pupil such as sudden change in colour, difficulty breathing or vomiting

***Physical restraint can be:***

- Partial – restricting and preventing particular movements
- Total – as in the case of immobilisation

***Physical intervention can take several forms and may involve staff:***

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Pushing
- Pulling
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back or in extreme circumstances using more restrictive holds

**Do:**

- Summon help immediately. A pupil can be sent to get another adult, preferably a member of staff trained in positive handling techniques
- Ensure a free passage of air through airways
- Be aware of any feelings of anger
- Continue to talk to the pupil in a calm way
- Provide a soft surface if possible
- Be aware of any accessories worn by you or the pupil that could cause injury
- Monitor the pupil's respiration, circulation and state of consciousness

**Don't:**

- Try to manage on your own
- Stop talking, even if the pupil does not reply
- Straddle the pupil
- Push their arms up their back
- Touch the pupil near the throat or head
- Put pressure on joints or on arterial pressure points (inside of upper arm, groin, neck)
- Use facedown holds



## 6. Recording Incidents

Minor or everyday use of reasonable force does not need to be recorded. For example, very young children running off in the playground and being guided back to the line by the teacher or assistant.

All more serious incidents involving the use of physical restraint must be reported to the Headteacher as soon as possible after the incident. These must be recorded on CPOMS. The school's Record of Physical Restraint (appendix B) form should be completed as soon as practicable after the use of restraint.

Staff need to use their professional judgement on whether to inform a parent when positive handling has been used, depending on the seriousness of the incident.

In a serious incident where a member of staff has had to physically restrain a pupil, the parent will be informed on the day by the Headteacher or a delegated deputy.

### ***What happens if a pupil complains when force is used on them?***

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- If an allegation of abuse is made against a member of staff, the procedures set out in the Safeguarding and Child Protection Policy will be followed.

The Designated Safeguarding Lead is Victoria Hulme

Deputy Designated Safeguarding Leads are Tom Martin & Kirsty Osborne

The following members of staff have been trained in Team Teach approaches to de-escalation and positive handling: Victoria Hulme and Hellen Parker



## **Appendix A: Team-Teach Policy Statement, supporting St Bartholomew's CE MAT Behaviour Policy and Physical Intervention Policy**

### **Statement Introduction**

This policy statement is intended as a supporting guide to the school's behaviour policy and Physical Intervention Policy outlining the role of Team-Teach; what is acceptable practice and that which clearly is not.

Team-Teach is a whole setting, behaviour management response that aims to use de-escalation and behaviour strategies as a standard response to challenging behaviour. However, this is incorporated with restrictive positive handling techniques that are graded and gradual (up or down) as the situation requires.

Restrictive Positive Handling techniques are never used in isolation.

### **The Team-Teach approach will:**

- Reinforce policy and practice, inform of current legislation, legal considerations and circular guidelines concerning restrictive physical interventions.
- Reinforce the essential verbal and non-verbal skills required in a crisis situations.
- Make staff groups aware of necessary interventions appropriate to the level of behaviour reached by the pupil.
- Following training, providing staff with knowledge, understanding and physical skills required for their personal safety, and the management of children in their care.
- Offers post-incident structure to both the pupil and member of staff Team Teach Aim.
- To provide an accredited training framework designed to reduce risk and through working together to safeguard people and services.

### **Team Teach Objectives:**

- To develop shared values which promote the attitude, skill and knowledge needed to implement Team Teach in the workplace.
- To develop positive handling skills in behaviour management, including: verbal and nonverbal communication, diversion, de-escalation and safe, effective, humane physical interventions.
- To develop skills in positive listening and learning.

### **The basic principles of Team-Teach are:**

- At least two members of staff when a situation occurs. This is protection for both staff and pupils concerned.





- 95% of crisis situations can be resolved through calm, controlled, dignified and skilled de-escalation strategies.
- Minimum force and time – important not to react emotionally but professionally and composed.
- Last resort (where possible) – all other behaviour management strategies to be tried and used first.
- Restrictive physical intervention techniques that provide a gradual, graded system of response – commensurate with the situation, task and individuals involved.
- Techniques allow for verbal communication – utilising positive relationships.
- Techniques that do not rely on pain or “locks” for control.
- Staff safety and protection issues addressed – important for staff to have a range of breakaway and release techniques in a serious situation where health and safety are at risk.
- Emphasis on staff awareness and communication skills – verbal and non-verbal used to deescalate a possible crisis situation.
- Following restraint there should be both a supportive and reflective structure for both staff and pupils.
- All incidents involving pupils being physically managed should be reported, recorded, monitored and evaluated. Team-Teach is governed by the British Institute of Learning Difficulties (BILD) code of practice.



**Appendix B: Record of the Use of Reasonable Force**



**RECORD OF THE USE OF REASONABLE FORCE**

**Haughton St. Giles CE Primary Academy**



Name of pupil: \_\_\_\_\_

Registration Class : \_\_\_\_\_

*Please tick any options that are relevant to the child (where the child has an allocated social worker, they MUST be informed of any use of reasonable force) :*

EHCP  SEND support plan  CYPiC  FSP (Family Support Plan)

Allocated Social Worker

Date of incident: \_\_\_\_\_

Time of incident: \_\_\_\_\_

Place/s incident occurred \_\_\_\_\_

Reporting staff: \_\_\_\_\_

Other staff involved:

\_\_\_\_\_  
\_\_\_\_\_

Other witnesses: \_\_\_\_\_

Day of week: \_\_\_\_\_

Time of Day (please state lesson/break/lunch/arrival/dismissal):

\_\_\_\_\_

Staffing for time of day:

\_\_\_\_\_



**How did the incident begin? What led to the incident/triggered the behaviour?**

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**What behaviour was observed? State actual behaviour observed, e.g. hitting rather than aggressive.**

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**What strategies were used throughout the incident (including de-escalation and physical intervention strategies)**

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**Describe any injuries to child**

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**Describe any injuries to staff**

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**Post-incident support provided**

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**Parents informed by Headteacher**

Telephoned

Invited into school

Other – please state: \_\_\_\_\_

Signed (Person reporting) \_\_\_\_\_

Date \_\_\_\_\_

Time \_\_\_\_\_

Signed (Headteacher) \_\_\_\_\_

Date \_\_\_\_\_

Time \_\_\_\_\_