

The Societas Trust: Primary Academy

Restrictive Physical Intervention Policy 2020

Aims

At our academies we aim to provide a safe and happy environment for all our children to work in whilst encouraging respect for others and their surroundings. To do this we help your child to develop self discipline and responsibility for their own actions.

The academy **Behaviour Management Policy** outlines how staff at the academy create and maintain good order and relationships through positive approaches. These approaches are successful for the vast majority of the time. This policy on the use of restrictive physical interventions supplements the main behaviour policy. Both should be read in conjunction with the academy SEND policy, the Health & Safety policy, and the Child Protection/Safeguarding policy.

Purpose of this Policy

This policy aims to give all members of the academy community clear guidance so that any physical intervention that they undertake is carried out in a way that supports the values and principles described above. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff at academy will fulfil their responsibilities in those circumstances.

The **headteacher** will be responsible for ensuring that staff and parents are aware of the policy. He/she will ensure that any necessary training/awareness-raising takes place so that staff know their responsibilities.

Physical Touch

The staff at the academy believe that physical touch is an essential part of human relationships. In our academy, adults may well use touch to prompt, to give reassurance or to provide support in PE etc.

To use touch/physical support successfully, staff will adhere to the following principles. It must:

- be non-abusive, with no intention to cause pain or injury
- be in the best interests of the child and others
- have a clear educational purpose (e.g. to access the curriculum or to improve social relationships)
- take account of gender issues

At our academy, the **headteacher** is responsible for ensuring that relevant staff are aware of any pupil who finds physical touch unwelcome. Such sensitivity may arise from the pupil's cultural background, personal history, age etc.

What do we mean by 'Physical Intervention'?

It is helpful to distinguish between:

Definition	Example	
Non-restrictive physical interventions. (As already stated touch/physical contact is a small but important and natural part of teacher-pupil relationships in our academy).	Either where the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish	For example: <ul style="list-style-type: none"> • guiding/shepherding a person from A to B • use of a protective helmet to prevent self-injury • removal of a cause of distress
Restrictive physical interventions	Prevent, impede or restrict movement or mobility. Restraint. To use force to direct.	For example: <ul style="list-style-type: none"> • isolating a child in a room • holding a pupil • blocking a person's path • interpositioning • pushing/pulling

and between:

Emergency/unplanned interventions	Occur in response to unforeseen events
Planned interventions	In which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment and recorded in an individual plan for the management of a pupil

When is Restrictive Physical Intervention Permissible?

Restrictive physical intervention is rarely used at the academy. However, it will be necessary when its aim is to prevent pupils injuring themselves or others (For example, pupils playing in a dangerously rough manner) or to prevent them damaging property (For example, pupils throwing a heavy object at/near to expensive computer equipment). [Section 550A, DFES Circular 10/98].

Section 550A also allows the use of force 'to prevent a pupil from engaging in any behaviour prejudicial to maintaining good order and discipline....'. However, the use of restrictive physical intervention for this purpose is acceptable only in rare circumstances. An example of a rare circumstance is if a child were blocking a corridor or entranceway or in an area where it would be impossible to evacuate others without causing serious disruption (for example a theatre).

Risk Assessment

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this academy policy. It is avoided whenever possible and will not be used for staff convenience.

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.

Who may use Restrictive Physical Interventions?

In this academy all staff are authorised.

The Headteacher is responsible for ensuring that staff receive appropriate training, including updates and refresher courses, appropriate to their role and responsibilities. There will be particular awareness needs for staff working closely with children with special educational needs and/or disabilities, or with those who have a history of behaviours which challenge.

Supply staff will not be authorised to use restrictive physical interventions except if they have been specifically authorised by the **headteacher**.

Parents, volunteers and visiting staff in the academy are not given authorisation.

How Staff Might Intervene

When a restrictive physical intervention is justified, staff will use 'reasonable force'. This is the degree of force 'warranted by the situation'. It will 'be proportionate to the circumstances of the incident and the consequences it is intended to prevent'. Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

Staff will:

- use the minimum amount of force for the minimum amount of time;
- avoid causing pain or injury; avoid holding or putting pressure on joints;
- in general hold long bones.
- *never* hold a pupil face down on the ground or in any position that might increase the risk of suffocation.

During an incident the member of staff involved will tell the pupil that his or her behaviour may be leading to restraint. This will not be used as a threat or said in a way that could inflame the situation. Staff will not act out of anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupil at all times.

In an emergency, staff must summon assistance by sending an additional adult or other pupil for a senior member of staff.

The Place of Restrictive Physical Intervention within Broader Behavioural Planning

If, through the academy's special needs assessment procedures, it is determined that a restrictive physical intervention is likely to be appropriate to help a pupil make progress, a risk assessment will be carried out following the academy's guidelines.

If appropriate, an individual management plan will then be drawn up for that pupil. This plan will aim to reduce the likelihood of the need for restrictive physical intervention as well as describing how such intervention will be carried out. This plan will be discussed with parents/carers.

Before the plan is implemented, any necessary training or guidance will be provided for the staff involved. The *headteacher* will be responsible for establishing staff needs and for organising necessary training.

What to do After the use of a Restrictive Physical Intervention

After the use of an unplanned restrictive physical intervention, the following steps will be taken.

- details of the incident will be recorded by all adults involved *immediately* on the attached form.
- recording will be completed within 12 hours whenever possible. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- any injuries suffered by those involved will be recorded following normal academy procedures.
- the Headteacher will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the Headteacher will follow the academy's child protection procedures and also inform parents/carers.
- parents/carers will be informed by the Headteacher on the day of the incident. **If this is initially done by phone, it will be followed up in writing.** Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions. This will be provided by *Headteacher*.

Arrangements for recording and informing parents in the case of a planned restrictive intervention will be followed as agreed beforehand but broadly will follow the same pattern as above.

The Headteacher/principal will use the records kept to analyse patterns of behaviour and so decide whether responses are being effective. The Headteacher will report on this information to the Governing board termly.

Complaint Procedure

Any complaint will first be considered in the light of the academy's child protection procedures, following ACPC guidance. If child protection procedures are not appropriate, the academy's complaint procedures will be followed.

Reviewed & Agreed by the Directors' (Trust) Board on 15 October 2020

Review Date– Autumn 2021