



Physical Intervention and Restrain Policy

Date of Governing Body's Approval: For approval at Resources Committee Jan 2017

Chair of Governors:

Headteacher:

Recommended Review Period: 2 years

Date for Review:

PHYSICAL INTERVENTION AND RESTRAINT POLICY

At Chailey School we are committed to a behaviour policy which encourages children to make positive behaviour choices. On rare occasions circumstances may result in a situation that requires some form of physical intervention by staff. 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 a member of SLT as soon as possible
- Parents will be informed of each incident

1. The Legal Framework

Section 93 of the Education and Inspections Act 2006 allows

'teachers and other persons who are authorised by the Head Teacher who have control or charge of students to use such force as is reasonable in all the circumstances to prevent a student from doing, or continuing to do, any of the following:

- causing injury to himself/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order and discipline'

2. Our Approach

At Chailey 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 connection with our Behaviour Policy.

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

Members of staff should be aware that when in charge of children during the school day or during other activities, they are acting in '*loco parentis*' and have a '*duty of care*' to all children of whom they are in charge. They must, therefore, take reasonable action to ensure **all** students' safety and well-being. Members of staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

3. Use of Physical Restraint

Physical restraint should be applied as an act of care and control with the intention or re-establishing verbal control as soon as possible and, at the same time, allows the student to regain self-control. It should never take a form which could be seen as punishment.

Members of staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the student to whom it is being applied. Teachers should apply de-escalating tactics, where possible.

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

When physical restraint becomes necessary

DO

- tell the student what you are doing and why
- use the minimum force necessary
- involve another member of staff if possible
- tell the student what she/he must do for you to remove the restraint [*This may need frequent repetition*]
- use simple and clear language
- hold limbs above a major joint if possible – e.g. above the elbow
- relax your restraint in response to the student's compliance

DON'T

- act in temper [*involve another member of staff if you fear loss of control*]
- involve yourself in a prolonged verbal exchange with the student
- involve other students in the restraint
- touch or hold the student 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 student in a way that will restrict blood flow or breathing – e.g. around the neck
- slap, punch, kick or trip up the student
- use physical restraint or intervention as a punishment

4. 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 member/s of staff involved and the student. **A member of SLT 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 the teaching staff should always be involved in debriefing the student involved and any victims of the incident should be offered support – and their parents informed.

If the behaviour is part of an on-going pattern, it may be necessary to address the situation through the development of a behaviour plan which may include an ESBAS intervention, or other strategies agreed by the Inclusion Manager.

All incidents should be recorded immediately on the Student Restraint Report Form [*attached*]. 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 child's appropriate file and in a central school file in order to inform individual and school risk assessments.

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.

5. Risk Assessments

If we become aware that a student is likely to behave in a disruptive way which 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 that 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 students and staff

6. Complaints and Allegations

A clear restraint policy, adhered to by all members of 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.

RECORD OF PHYSICAL INTERVENTION OR RESTRAINT

Date of Incident: **Time of Incident:**

Name of Student:
[Block Capitals Please]

Date of Birth:

Member/s of Staff Involved:
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Adult Witnesses to Restraint:
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Student Witnesses to Restraint:
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Outline of Event Leading to Restraint

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Outline of Incident of Restraint [Including restraint method used]

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