

Physical Intervention and Restraint Policy



Statement of Policy Intent

This policy should be read in conjunction with our **Behaviour Policy** and **Safeguarding Policy**.

In very limited circumstances and for the safety of the child concerned or for the safety of others, it may be necessary to use physical restraint.

This policy sets out those circumstances and the practice and procedures to be followed.

This policy takes account of the DFE Guidance "Use of Reasonable Force – Advice for Head teachers, staff and governing bodies July 2013"

Our Approach

Staff are aware that when they are in charge of children that they are acting in loco parentis and have a duty of care to all children of whom they have charge.

They therefore take reasonable action to ensure the safety and well-being of all children. 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.

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 Head Teacher. Parents are informed.

The use of corporal punishment is not allowed under any circumstances. The law forbids a teacher to use any degree of physical contact which is intended to deliberately punish a child or which is primarily intended to cause pain or injury or humiliation (sections 548 to 550 of the 1996 Education Act).

It is not illegal to touch children. There are occasions in which physical contact with a child is proper and necessary. For example:

- Holding the hand of a younger child
- Comforting a distressed child
- Demonstrating how to use a musical instrument
- Demonstrating exercises or techniques during PE lessons
- Giving first aid

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 categories below.

We are guided by the DFE Guidance 2013 on 'Use of reasonable force' which states that schools can use reasonable force to:

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

- playground; and
- restrain a child at risk of harming themselves through physical outbursts.

Restraint Procedures

In the exceptional circumstances when physical restraint or intervention becomes necessary, staff:

DO

- Summon help / involve another trained member of staff if possible
- Continue to talk to the child in a calm way and use de-escalation techniques as appropriate
- Be aware of the child's personal space and do not become physically intimidating
- Use simple and clear language
- Talk before using restraint and tell the child 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
- Keep hands flat at all times
- Relax the restraint in response to the child's compliance

DON'T

- Try to manage on your own
- Stop talking even if the child does not reply
- Act in temper
- Allow a prolonged verbal exchange with the child
 - Involve other children in the restraint
- Use physical restraint or intervention as a punishment
- Touch or hold the child 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 child in a way which will restrict blood flow or breathing e.g. around the neck
- Ground the child
- Slap, punch, kick or trip up the child

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 child.

The Head Teacher is 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 child concerned: the debrief includes consideration of the circumstances that precipitated the incident and exploring 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.

Once the staff involved in the restraint have had a chance to have a break and time to process emotions, all incidents are recorded on a Restraint Recording Form (**Appendix 1**). 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 Head Teacher. 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.


COMPLAINTS AND ALLEGATIONS

This 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 Head Teacher will contact the LADO in line with our Safeguarding Policy. It is our intention to inform all staff, children, parents and governors about these.

Policy approved by Headteacher: January 2024
Review Date: January 2026

Appendix 1: Restraint Recording Form

 RECORD OF POSITIVE PHYSICAL HANDLING / RESTRAINT		
Child's / Young Person's Name:		Date:
Time:	Location of incident:	Report compiled by:
ANTECEDENTS (events leading up to the incident): 		
BEHAVIOUR (how did the child respond, describe what actually happened): 		
CONSEQUENCES (how did staff intervene, how did the child respond, how was the situation resolved): 		
NAMES OF THOSE INVOLVED (staff and children): 		
NAMES OF WITNESSES (staff and children): 		

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 child 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? a) De-brief with adult [] b) Other (please specify) [] c) Offer declined by child / young person []	Was any post-incident support requested by and given to member of staff / other adult? a) De-brief with colleague [] b) De-brief with Head Teacher [] c) Occupational Health Counselling [] d) Not requested []
PARENT(S) VIEWS:	

