



This policy is relevant to all academic staff and should be read in conjunction with the following policies:

- Behaviour Management Policy
- Safeguarding Policy
- SEND

Introduction:

At Foremarke Hall, we believe that children need to be safe, know how to behave and know that the adults around them are able to manage them safely and confidently. We are committed to a positive behaviour management policy, which encourages children to make positive behaviour choices. On occasion, circumstances may result in a situation that requires some sort of physical intervention by staff.

Definitions:

There are three main types of physical intervention:

Positive Handling – The positive use of touch is a normal part of human interaction and may be appropriate in a range of situations.

- Giving guidance to children
- Physical care – providing First Aid or helping with toileting needs)
- Providing emotional support

With regards to Positive Handling, this must only be carried out if it is for the benefit of the child, not the adult. Positive Handling should only occur in public places and last as long as is necessary. Consent should be gained from the child before undertaking Positive Handling.

Physical Intervention – This can include mechanical and environmental means to ensure a child's safety, for example, having coded locks and high door handles on some doors in the Nursery.

Physical Restraint/Restrictive Physical Intervention – When a member of staff uses physical force intentionally to restrict a child's movements against his/her will.

Duty of care means that staff may use Physical Restraint/Restrictive Physical Intervention if a child was trying to leave the classroom, school buildings or school site and it is judged that this child would be at risk. This duty of care extends to visits to other parts of the school, the school grounds and beyond the site boundaries, including educational visits.

The aim of Physical Restraint/Restrictive Physical Intervention is to ensure or restore safety for both the child and those around.

There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples where touching a pupil might be proper or necessary include:

- Holding the hand of a child at the front/back of the line when going to assembly or walking around school/on a school trip.

- 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 in a PE lesson or other coaching session.
- To move a younger child in an assembly/concert.
- To give first aid.

Any form of physical intervention or restraint should be used as a last resort when other appropriate strategies have failed.

- Any physical contact should be only the minimum when required.
- Physical restraint or physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents of Physical Restraint/Restrictive Physical Intervention must be recorded and reported to the Headteacher as soon as possible.
- Parents will be informed of such incidents.

There may be occasions where a warning is unable to be given as intervention/restraint is needed immediately to avoid injury or harm. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Section 93 of the Education and Inspections Act 2006 allows teachers and other persons who are authorised by the Headteacher who have control or charge over pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing any of the following:

- **Causing injury to him/herself or others**
- **Committing an offence**
- **Damaging property**
- **Prejudicing the maintenance of good order and discipline**

The Statutory Framework for the Early Years Foundation Stage states:

Children's behaviour is managed effectively and in a manner appropriate for their stage of development and particular individual needs.

Providers must not use or threaten to use physical/corporal punishments or any form of punishment which could have an adverse impact on the child's well-being. Providers must have an effective behaviour management policy which is adhered to by all members of staff.

The DfE Guidance (2013) on the 'Use of Reasonable Force' defines and explains the terms Reasonable Force and Restraint 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 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 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 the 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 circumstances, 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 apply to people whom the Headteacher has temporarily put in charge of pupils, such as unpaid volunteers.

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 instructions to do so.**
- **Prevent a pupil behaving in a way that disrupts a school event, trip or 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 unlawful to use force as a punishment.**

In addition, Headteachers and authorised staff can use such force as is reasonable given 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 school rules.

All staff aim to help pupils take responsibility for their own behaviour. This can be done through a range of approaches including planning a range of interesting and challenging activities, positive role modelling, providing positive feedback and setting and enforcing appropriate boundaries and expectations. However, there are occasions when a child’s behaviour presents particular challenges that may require physical intervention.

Principles for the use of Physical Restraint/Restrictive Physical Intervention

- Physical Restraint/Restrictive Physical Intervention should only be used in the context of positive behaviour management approaches.
- Restrictive physical behaviour will only be used in extreme circumstances. Staff will do all they can in order to avoid using restrictive physical behaviour. However, there are rare situations of such extreme danger that create an immediate need for this type of intervention.
- Where possible, a child will be warned that the adult will be employing Physical Restraint/Restrictive Physical Intervention. This will be explained age appropriately. However, there may be some circumstances, such as an immediate threat to life and safety, which will mean there is no time for such a warning.
- Restrictive physical behaviour will only be used when staff believe its use is in the child’s best interests and safety, or that of other children.

- All staff have a duty of care towards the children at Foremarke Hall. When a child is in danger of hurting themselves or others, or of causing significant damage to property, they have a responsibility to intervene. If appropriate, staff will divert a child or instruct them verbally to “stop.” However, if it is judged necessary, Physical Restraint/Restrictive Physical Intervention will be used.
- When any form of physical intervention is used it is used within the principles of reasonable minimal force. The amount of force used will be in proportion to the circumstances.

Employing Physical Restraint/Restrictive Physical Intervention?

Where possible, a member of staff who knows the child best will be involved in using the restrictive intervention policy, as this person is most likely able to use other effective methods to keep the child safe. In an emergency, anyone can use Physical Restraint/Restrictive Physical Intervention as long as the policy is followed.

Guidance for using Physical Restraint/Restrictive Physical Intervention.

Do:

- Summon help/involve another member of staff if possible.
- Continue to talk to the child in a calm way.
- Use simple and clear language.
- Tell the pupil what s/he must do for them to remove the restraint and repeat this frequently if necessary.
- Use the minimum force necessary.
- Aim for side by side contact with the child.
- Aim for no gap between the adult’s and child’s body.
- Beware of head positioning to avoid head butts.
- Where possible, hold children by the long bones and avoid the joints.
- Ensure there is no restriction in the child’s ability to breathe.
- Avoid lifting the child.
- Relax the restraint in response to the pupil’s compliance.

Do Not:

- 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 a pupil in a way that could be viewed as sexually inappropriate conduct.
- Twist or force limbs back against the joint.
- Bend fingers or pull hair.
- Hold the pupil in a way that will restrict blood flow or breathing e.g. around the neck.
- Slap, punch, kick or trip up the pupil.

Recording and Reporting Physical Restraint/Restrictive Physical Intervention.

In an emergency, staff will do their best within their duty of care and use minimal force. 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 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 debrief the child concerned. The debrief should include consideration of the circumstances that led to the incident and exploring ways in which future incidents can be avoided. Any other individuals involved in the incident will be offered support.

After use of Physical Restraint/Restrictive Physical Intervention, a report of the incident will be completed, (Appendix A), within 24 hours. Parents/carers will be notified of the incident by telephone and invited to a meeting on the same day if possible or the following day. The meeting will be recorded on a Parent/Teacher Meeting form and signed by the teacher and the parent. A copy of the meeting form will be sent to the Headmaster and a copy will be kept in the child's file.

Monitoring.

Monitoring the use of Physical Restraint/Restrictive Physical Intervention will help identify trends and help develop our ability to meet the needs of the children without using Physical Restraint/Restrictive Physical Intervention.

If a child has a behavioural issue, where we feel Physical Restraint/Restrictive Physical Intervention will be needed, the school will work closely with parents to draw up an appropriate Individual Education Plan or, within the EYFS, a Learning Plan: SEN Support (IEP). This will include:

- Strategies to be used prior to intervention.
- Ways to avoid 'triggers' if these are known.
- Involvement of parents to ensure they know exactly what action they should be taking (this may identify a need for training, guidance or support).
- Identification of additional support that can be summoned if appropriate.
- The school's duty of care to all pupils and staff.

Concerns and complaints.

Any parental concerns/complaints should be dealt through the usual channels, as outlined in our Concerns and Complaints Procedure policy.

Review:

The Physical Restraint and Physical Intervention Policy is the responsibility the SMT.

Last Reviewed: Michaelmas 2017

Next Review: Michaelmas 2018



Appendix 1:

Foremarke Hall
Repton Preparatory School

Record of Positive Handling/Physical Restraint		
Pupil's Name:		Date:
Time:	Location of incident:	Report compiled by:
Events leading up to the incident:		
Behaviour (How did the pupil respond? Describe what actually happened.)		
Consequences (How did the staff intervene? How did the pupil respond? How was the situation resolved?)		
Names of those involved (staff and pupils)		
Names of witnesses (staff and pupils)		

What de-escalation techniques were used prior to physical controls? (tick below)

verbal advice and support <input type="checkbox"/>	choices/limits/consequences <input type="checkbox"/>	humour <input type="checkbox"/>
reassurance <input type="checkbox"/>	distraction <input type="checkbox"/>	contingent touch <input type="checkbox"/>
calm talking/stance <input type="checkbox"/>	planned ignoring <input type="checkbox"/>	transfer adult <input type="checkbox"/>
time out directed <input type="checkbox"/>	take up time <input type="checkbox"/>	success reminder <input type="checkbox"/>
time out offered <input type="checkbox"/>	negotiation <input type="checkbox"/>	other (pls specify) <input type="checkbox"/>

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 (including approximate time span of any holds)**Pupil's Views**

Report read and discussed with pupil Yes No
Pupil agrees with content Yes No

If no, what is the child's/young person's view/comments? / If yes, does the pupil have any comment?

Did the pupil suffer any injuries as a result of this incident and what was the treatment, if any was required?**Injury location and description:****Treatment given:****Did the member of staff suffer any injuries as a result of this incident and what was the treatment, if any was required?****Injury location and description:****Treatment given:**

POST-INCIDENT INFORMATION

<p>Was any post-incident support offered and given to the pupil?</p> <p>a) De-brief with adult <input type="checkbox"/></p> <p>b) Other (please specify) <input type="checkbox"/></p> <p>c) Offer declined by pupil <input type="checkbox"/></p>	<p>Was any post-incident support requested by and given to member of staff / other adult?</p> <p>a) De-brief with colleague <input type="checkbox"/></p> <p>b) De-brief with Headteacher <input type="checkbox"/></p> <p>c) Occupational Health Counselling <input type="checkbox"/></p> <p>d) Not requested <input type="checkbox"/></p>
<p>Date parent/carer informed :</p> <p>By telephone immediately after incident <input type="checkbox"/></p> <p>By letter confirming meeting time <input type="checkbox"/></p>	<p>Who informed parent/carer?</p> <p>By telephone <input type="checkbox"/></p>
<p>Parent/Carer response:</p> 	
<p>Signature of staff completing report:</p>	<p>Date:</p>
<p>Signature of Headteacher:</p>	<p>Date:</p>
<p>Signature of Designated Safeguarding Lead:</p>	<p>Date:</p>
<p>Description of any subsequent enquiry/complaint/action:</p> 	

<p>For SLT Only:</p> <p>Restraint (as defined in the policy) <input type="checkbox"/></p> <p>Physical Intervention <input type="checkbox"/></p>

Appendix 2: Sample letter to parents/carers to be sent after phone call or conversation in person. **Amended as necessary.**

Dear _____

Following our telephone conversation/After seeing you today regarding the incident involving _____, I would like to confirm that our meeting is scheduled for _____.

Yours Sincerely
