

Restrictive Interventions Policy

School Values and Policies

At Woodseaves CE Academy 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. Our Woodseaves Code and set of school values; Responsibility, Hope, Cooperation, Honesty, Understanding and Courage underpin this ethos. For only a very small minority of children will the use of restrictive interventions be needed, and, on such occasions, acceptable forms of intervention are to be used.

The majority of children behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole group of children, and to individuals.

All staff need to feel able to manage inappropriate behaviour, and to have an understanding of what challenging behaviours might be communicating. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate reasonable force. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of physical intervention through the use of reasonable force, including the nature of the intervention, and the rationale for its use.

The school behaviour policy outlines how staff at Woodseaves CE 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 interventions supplements the main behaviour policy. Both should be read in conjunction with the school SEND Policy, the Health & Safety Policy, and the Safeguarding Policy.

Purpose of this policy

This policy aims to give all members of the school community clear guidance, so that any restrictive 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 the use of reasonable force is an appropriate response and how staff at school 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 are aware of their responsibilities.

Physical touch

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

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

Examples of where touching a pupil might be proper or necessary are:

- Holding the hand of a child at the front/back of the line or when walking together around school
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate a musical instrument
- To demonstrate exercises in PE
- To give first aid

At our school, the Headteacher is responsible for ensuring that relevant members of 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 is reasonable force? (An extract from DfE Guidance 2011)

(i) 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.

(ii) Force is usually used either 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 student needs to be restrained to prevent violence or injury.

(iii) 'Reasonable in the circumstances' means using no more force than is needed.

(iv) As mentioned above, schools generally use force to control pupils and to restrain them. 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 a classroom.

(v) 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.

(vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

(i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

(ii) In a school, force is used for two main purposes – to control pupils or to restrain them.

(iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

(iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- *Remove disruptive children from the classroom where they have refused to follow an instruction to do so.*
- *Prevent a pupil behaving in a way that disrupts a school event or a school 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 always unlawful to use force as a punishment.

When is reasonable force permissible at Woodseaves CE Academy?

Use of reasonable force is rarely used at Woodseaves CE Academy. However, it will be necessary when its aim is to prevent a pupil 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].

Risk assessment

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

Reasonable Force 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. Reasonable force will never be used to punish a pupil or cause pain, injury or humiliation. Guidance on this and more formal risk assessment is given in the CCES policy on risk assessment.

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 reasonable force?

In this school all teachers and teaching assistants are authorised.

*Supply staff are authorised to use reasonable force in emergency situations, but must ensure they follow this policy and **must** report any incidents immediately to the Head teacher or Senior Teacher.*

Parents and volunteers in the school are not given authorisation. Staff from the local education authority may have their own policies about the care and control of pupils but, whilst on the premises, they will be expected to be aware of, and operate within, the policy of this school. This means that visiting staff will need to ask the headteacher for authorisation.

How staff at Woodseaves CE Academy 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.

Members of 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 alerting the Headteacher, or Senior Teacher in event of the Headteacher's absence.

The place of restrictive physical intervention within broader behavioural planning

If, through the school's special needs assessment procedures, it is determined that the use of reasonable force is likely to be appropriate to help a pupil make progress, a risk assessment will be carried out following the school'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. When it involves the use of a reasonable force, medical colleagues will be consulted.

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 reasonable force

After the use of unplanned reasonable force, the following steps will be taken.

- Details of the incident will be recorded by all adults involved *immediately* on the attached form. A copy will be sent to the CCES 'Health & Safety' department. Please note that the names of other pupils involved or witnessing the incident must be removed before the form is sent to parents, and teachers must be consulted before their names are used in this paperwork. Governors need to be aware of this guidance, and monitor incidents.

- 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 school 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 school'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 the use of reasonable force. This will be provided by *headteacher*.

Arrangements for recording and informing parents in the case of using **planned** reasonable force will be followed as agreed beforehand but broadly will follow the same pattern as above.

The *headteacher* 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 Body *annually*.

Complaints procedure

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

This policy will be reviewed in September 2018

**Staffordshire County Council
Restrictive Physical Intervention, Record of Incident**

1. Names of those involved	Staff:	Service User/Pupil: Others:
2. Date of incident:	Time of incident:	Location of incident:
3. Events leading up to Restrictive Physical Intervention (including alternative strategies used):		
4. Account of actual incident (including details of actions, method of intervention, words used, witnesses etc.):		
5. Outcome or resolution of incident:		
6. Follow up actions (advice to family/parents/carers, support to staff and pupils involved):		
7. Names of witnesses and attached witness statements:		
8. Risk Assessment and Restrictive Physical Intervention Protocol reviewed: Yes/No Outcomes:		
9. Record of any injury or property damage:		
10. Has an Accident Investigation Report Form or Report of Violence and Aggression Form been completed and submitted to the Strategic Health and Safety Service:		
Print Name:	Signature	Job Title
Date:		

This form to be retained locally

**Staffordshire County Council
Restrictive Physical Intervention Protocol**

Workplace _____

Name		Date of Birth
Address		Gender
Provision		
Medical Conditions		

Assessment of Risk

History	
Physical size and strength	
Categories of people exposed	
How could exposure take place	
When and how often could exposure occur	
Possible consequences of exposure	
Benefits of not intervening	
Consequences of not intervening	
Views of service users/pupil, parents, family etc.	
Other information.	

Agreed Intervention Strategy

Antecedents		
Warning Signs 1. Tension 2. Non Verbal 3. Verbal		
Critical Moment		
Restrictive Physical Intervention Procedure		
By whom and how often with this protocol be reviewed.	Date of next review:	
Print Name:	Signed:	Date:

Protocol to be retained on service users/pupils individual care plan/record.