



# Physical Intervention Including Restraint Policy

Policy reviewed: *SPRING 2024*  
Policy valid until: *SPRING 2027*  
Policy owned by: *The Headteacher*

Headteacher: *H Wilkinson*

For and on behalf of the Governing Body: *[Signature]*

## **Policy status**

This policy will be continually evaluated and formally reviewed on a bi-annual basis or in the event of any relevant changes to the law.

## **Consultation**

This policy was established and reviewed by the all school staff in consultation with the Governing Body.

## **School values and policies**

Ysgol St George is a voluntary controlled Church in Wales school. Our school motto reflects our approach to everything;

“Learning and succeeding in our caring, Christian community”

To ensure our motto is brought to life, we want our pupils to recognise what our school motto looks like in action and to choose behaviours that show our school motto. How to show that they

Care for myself

Care for others

Care for my school

Ysgol St George aims to include and encourage all pupils in this. We value the ways in which all children are unique. Our curriculum promotes respect for the views of each individual child, as well as people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We value the rights enjoyed by each person in our society. We respect each child in our school for who they are and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all children in our school.

The school behaviour policy outlines how staff at Ysgol St George 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.

## **Purpose**

This document will give all members of our school 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, this policy aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how school staff will fulfil their responsibilities in those circumstances.

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

## **Physical Contact/Touch**

The staff at Ysgol St George believe that physical contact is an essential part of human relationships. In our school, adults may well use touch to prompt, give reassurance or to provide support in lessons.

To use physical contact/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 interest of the child or others

Have a clear educational purpose (eg; to access the curriculum or to improve social relationships)

Take account of gender issues

The Headteacher and the staff, supported by the school ALNCo, are responsible for ensuring that relevant staff are made 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 meant by “physical intervention”?

It is helpful to distinguish between

Non-restrictive physical interventions and restrictive physical interventions and  
 Emergency/unplanned interventions and planned interventions

	<b>Non-restrictive physical interventions</b>	<b>Restrictive physical interventions</b>
Definition	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	Prevent, impede or restrict movement or mobility. Restraint. To use force to direct
Examples	Guiding/shepherding a child from A to B Use of a protective helmet to prevent self-injury Removal of a cause of distress	Isolating a child in a room Holding a pupil Blocking a person's path Physically interposing between pupils Pushing/pulling

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

## When is restrictive physical intervention permissible at Ysgol St George?

Restrictive physical intervention is rarely used at Ysgol St George. However, it will be necessary when it's aim is to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- Injuring themselves or others
- Causing damage to property (including the pupil's own property)
- Engaging in behaviour prejudicial to maintaining good order and discipline at school or among any of it's pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere

*(Section 550A, DFES Circular 10/98)*

As professionals working with young people, we have an obligation to safeguard their welfare. Under certain conditions this duty over-rides a young person's right to be touched. There are a variety of situations in which reasonable force might be appropriate or necessary, to control or restrain a pupil. These will fall into three broad categories:

- where action is necessary in self-defence or because there is imminent risk or injury
- where there is a developing risk of injury or significantly damage to property
- where a pupil is behaving in a way that is compromising good order and discipline

Using physical restraint must be the last resort in any intervention. It is important to ensure (and to be able to demonstrate) that staff have exhausted all other means in attempting to avert danger to people or property.

***Staff are authorised to physically intervene under the circumstances above and may be deemed negligent if they fail to do so.***

The DFES Circular 10/98 on "The Use of Force to Control or Restrain Pupils" outlines the following examples of situations that fall within one of the first two categories above:

- a pupil attacks a member of staff or another pupil
- pupils are fighting
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- a pupil is causing, or is at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure him/herself or others
- a pupil absconds from a class or tries to leave school (NB, this will only apply if a pupil could be at risk if not kept in the classroom or at school)

Examples of situations that fall into the third category are:

- a pupil persistently refuses to obey an order to leave a classroom
- a pupil is behaving in a way that is seriously disrupting a lesson

In such cases, as in all others where the need for physical intervention might arise, staff need to employ non-physical behaviour management techniques **first** before any intervention is considered.

### **All staff need to be aware of strategies and techniques for dealing with difficult pupils and steps which they can take to diffuse and calm a situation**

- Move calmly and confidently
- Make simple, clear statements
- Intervene early
- Try to maintain eye contact
- If necessary, summon help before the problem escalates
- Remove audience from the immediate location

It may also be necessary to employ physical intervention:

- To break away or disengage from dangerous or harmful physical contact, for example if a pupil has grabbed your arm in a threatening manner
- To separate a person from a "trigger", for example by removing one pupil who responds to another with physical aggression
- To protect a pupil from a dangerous situation, for example the hazards of a busy road or from injuring themselves or others

***All of the above are intended outcomes that would be deemed to be "in the child's best interests" (The Children Act 1989).***

### **Who may use restrictive physical interventions?**

Everyone has a personal right to use reasonable force to prevent an attack against themselves or others whether they are formally authorised or not. In such circumstances, *an individual should be clear that there is an immediate risk and that other options have been exhausted.*

In Ysgol St George, all staff are authorised. *Supply staff will not be authorised to use restrictive physical interventions* except if they have been specifically authorised by the Headteacher. *Parents and volunteers in the school are not given authorisation.* Staff from the local authority may have their own policies about the care and control of pupils. However, whilst on the school's premises, they will be expected to be aware of and operate within the policy of our school. This means that visiting staff will need to ask the Headteacher

for authorisation.

## How staff at Ysgol St George 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 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 in 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

In other circumstances staff should not act in a way that might reasonably be expected to cause injury, for example by:

- holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe
- slapping, punching or kicking a pupil
- twisting or forcing limbs against a joint
- tripping up a pupil
- holding or pulling a pupil by the hair or ear
- holding a pupil face down on the ground

The majority of staff/schools are likely to rarely have the need to use restrictive physical interventions. Despite this, school policy should provide adequate guidance on the way in which pupils may, when necessary, be restrained.

Any restrictive physical intervention must be consistent with the concept of reasonable force. As noted above, this will be context specific.

Key points are that:

- the circumstances must warrant the use of force
- the degree of force employed must be in proportion to the circumstances of the incident and the minimum to achieve the desired result

**During an incident, communication with the pupil is vital.** Ongoing monitoring of the child and maintaining communication with the child throughout an incident should ensure that risks of injury to the child are minimised.

Usually these principles will be sufficient. However, there may be circumstances where more specific training or guidance on interventions may be required. These include:

- when planning for pupils with known needs whose management may require the use of restrictive physical interventions
- where key staff take responsibility for any necessary physical interventions and therefore require a higher level of expertise
- where staff are concerned for their own safety and require guidance on self-protection or disengagement techniques

Through regular planning and monitoring meeting, the Headteacher, staff and the ALNCo will audit, address and monitor the training needs of any individual staff member.

In an emergency, staff must, at the earliest opportunity, summon assistance by asking another member of staff to go to the nearest senior member of staff (Headteacher or Cathy Leary) and inform them of what is

happening. A pupil can be sent with an "Assist Me" card if there is no other member of staff available, ("Assist Me" cards are kept in the top drawer of class teacher's desks).

### **Restrictive physical intervention within broader behaviour planning**

If, through the school's additional 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 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 restrictive physical intervention, 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 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 using a "Incident Report Form" which are on the school One Drive.
- This will be kept in the "Safeguarding" folder on the One Drive, in a folder with the child's surname.
- 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
- A CSU1 form will be completed (online, using the CAMMS system) by the Cluster Business Manager under the direction of the Headteacher.
- Any injuries suffered by those involved will be recorded following normal school procedures. Should one of the person(s) involved need to attend A&E, this should be noted on the CSU1 form.
- The Headteacher will check that there is no cause for concern regarding the actions of the 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 child's class teacher or Headteacher
- Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding the 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 the Headteacher

Following the use of a **planned** restrictive physical intervention, the above steps should be taken but with the modifications below:

- Recording arrangements will have been agreed as part of the planning process. Recording must still be done, if possible, within 12 hours of the incident to ensure that it is contemporaneous. Serious incidents should still be recorded using the "Incident Report" form and a CSU1 form should be completed on the CAMMS system.
- Parents/carers must be informed in line with the arrangements agreed during planning. For pupils who may be requiring physical support on a more regular basis, it may be appropriate to have an on-going system of feedback to parents/carers. This could take the form of a home-school diary or weekly contact. All incidents should still be clearly recorded (within 12 hours) and where appropriate (if a more serious incident has occurred), immediate feedback should be given to parents/carers

- Recording systems should be used to analyse patterns in behaviour. These will, in turn inform whether responses are effective in managing and improving behaviour and that the best interests of pupils and staff are being served
- The Headteacher should report on this information to the Governing Body

The Headteacher will use the records kept to analyse patterns in behaviour and will then decide if responses are 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 Child Protection procedures, following guidance. If Child Protection procedures are not appropriate, the school's Complaints Procedure will be followed.
- This policy must be complied with by all staff to ensure conformity to current legislation and good practice.