



Restrictive Physical Intervention Policy

2016-2017

Reviewed by: L Cutmore

Date: September 2016

Review Date: Annually

Due regard has been given to the DfE Use of Reasonable Force.

Advice for head teachers, staff and governing bodies

July 2011

Bowmansgreen Primary School

Restrictive Physical Intervention Policy

Adopted: October 2016

Review date: October 2017

Contents

1.	Introduction	3
2.	Acceptable forms of physical contact	3
3.	Definition of “restrictive physical intervention”	4
4.	When the use of restrictive physical intervention may be appropriate	4
5.	Who may use restrictive physical intervention	5
6.	Planning for the use of restrictive intervention	5
7.	Developing a positive handling plan	6
8.	Recording and reporting	7
10.	Complaints	7
	Appendix 1 – positive handling plan	
	Appendix 2 – recording form	

Introduction

All staff within Bowmansgreen aim to help children take responsibility for their own behaviour. We do this through a combination of approaches, which include

- Positive role modelling
- Teaching an interesting and challenging curriculum
- Setting and enforcing appropriate boundaries and expectations
- Providing supportive feedback

More details about this and our general approaches to promoting positive behaviour can be found in our behaviour policy. There are however rare times when a child's behaviour presents particular challenges that may require restrictive physical intervention. This policy sets out our expectations for the use of such intervention.

This policy is consistent with our Child Protection Policy, plus with national and local guidance for schools on safeguarding children.

In Bowmansgreen Primary School we believe that pupils need to be safe, to know how to behave and to know that the adults around them are able to manage them safely and confidently. Only for a very small minority of pupils will the use of physical intervention be needed. On such occasions, acceptable forms of intervention are used.

All school staff need to feel that they are able to manage inappropriate behaviour, and to have an understanding of what challenging behaviours might be communicating. They need to know what options are available for managing behaviour, and they need to be free of undue worries about the risk of legal action against them if they use appropriate physical intervention. 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 a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

Acceptable Forms of Physical Contact at Bowmansgreen Primary School

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age);
- to gently direct a pupil;
- for curricular reasons (for example in PE, Drama etc.);
- in an emergency to avert danger to the pupil or pupils;
- in rare circumstances, when Restrictive Physical Intervention is warranted.
-

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding;
- the pupil's individual characteristics and history;
- the location where the contact takes place (it should not take place in private without others present).

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants neck, breasts, abdomen, genital area,

other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular pupil. [Should a pupil appear to enjoy physical contact this must not be sought via Restrictive Physical Intervention.]

Definition of ‘Restrictive Physical Intervention’

“Restrictive Physical Intervention” is the term used to describe interventions where bodily contact using force is used to control or manage a child’s behaviour. It refers to any instance in which a teacher or other adult authorised by the head teacher has to use “reasonable force” to manage or restrain pupils in circumstances that meet the following legally defined criteria.

- To prevent a child from committing a criminal offence (*this applies even if the child is below the age of criminal responsibility*)
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property (*including the child’s own property*)
- To stop the child from engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school.

There is no legal definition of “reasonable force”. However, there are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident warrant it;
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

The definition of physical force also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

When the Use of Restrictive Physical Interventions may be Appropriate in Bowmansgreen Primary School

We only use restrictive physical interventions where the risks involved in using force are outweighed by the risks involved in not using force. It is not our preferred way of managing children’s behaviour. However under certain conditions ‘duty of care’ must be an over-riding factor.

We aim to do all we can in order to avoid using restrictive physical intervention and will only ever use this type of intervention where we judge that there is no reasonable practicable less intrusive alternative, for example in a situation of clear or extreme urgency. Certain pupils may become distressed, agitated and out of control and need calming with a brief Restrictive Physical Intervention that is un-restricted after a few seconds.

Who May Use Restrictive Physical intervention at Bowmansgreen Primary School

- 'Duty of Care'

All members of staff employed by Bowmansgreen have a 'Duty of Care' towards the children in our setting, and **must** be aware of this policy and its implications. If the head has lawfully placed an adult in charge of children then that adult will be entitled to use restrictive physical intervention. When children are in danger of hurting themselves or others, or of causing significant damage to property, we have a responsibility to intervene. In most cases, this involves an attempt to divert the child to another activity or a simple instruction to "Stop!" along with a warning of what happens next. However, if we judge that it is necessary, we may use restrictive physical intervention.

We take the view that staff should not be expected to put themselves in danger and that removing other pupils and themselves from risky situations may be the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupil (this is dependent on the situation).

Planning for the Use of Restrictive Physical Intervention at Bowmansgreen Primary School

Staff will use the minimum force needed to restore safety and appropriate behaviour.

The principles relating to the intervention are as follows :-

- Restrictive Physical Intervention is an act of care and management, not punishment. It is never used to force compliance with staff instructions
- Staff will use the minimum force needed to restore safety and appropriate behaviour
- Restrictive Physical Intervention will only be used in circumstances when one or more of the legal criteria for its use are met
- Restrictive Physical Intervention may also be appropriate where, although none of the above legal criteria have yet happened, they are judged as highly likely to be about to happen
- Staff will only use it when there are good grounds for believing that immediate action is necessary and that it is in the pupil's and/or other pupil's best interests for staff to intervene physically.
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion. The pupil will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the unacceptable behaviour
- Staff will be able to show that the intervention used was a reasonable response incident

- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- As soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- The age, understanding, and competence of the individual pupil will always be taken into account
- In developing Individual Education/Behaviour Plans, consideration will be given to approaches appropriate to each pupil's circumstance
- Procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

Developing a Positive Handling Plan at Bowmansgreen Primary School

If a pupil is identified for whom it is felt that Restrictive Physical Intervention is likely, then a Positive Handling Plan will be completed. This Plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing. The plan will include:-

- involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- Techniques for managing the pupil's behaviour i.e. strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention may be used

See Appendix 1 for a Positive Handling Plan Pro-forma

The school may also need to take medical advice about the safest way to hold a child with specific medical needs.

Guidance and Training for Staff

Guidance and training is essential in this area. We need to adopt the best possible practice. In Bowmansgreen Primary school this is arranged for all staff at a number of levels including :-

- awareness of issues for governors, staff and parents,
- behaviour management techniques for all staff
- managing conflict in challenging situations - all staff

Training in practical techniques of physical intervention may be required for staff where there is a significant likelihood of them needing to intervene physically due to the nature of the pupil (or pupils) that they are working with. Where there is an identified need for such training, staff will be trained by an approved instructor. *(NB there is no legal requirement for staff to be trained in the use of practical techniques so staff may exercise their legal right to physically intervene even if they have not had such training. However, they would still need to demonstrate that their intervention was reasonable and proportionate).*

Recording and reporting

At Bowmansgreen we record any use of restrictive physical intervention. These records are kept in the Primary Support Base. We do this as soon as possible and in any event within 24 hours of the incident. This form must be signed by any adult involved in the physical intervention; this included adults acting as a witness. According to the nature of the incident, we may also note the incident in other records, such as the accident book, violent incident records or the child's behaviour log. After using restrictive physical intervention we ensure that the head teacher is informed as soon as possible, they must read and sign the record sheet. We also inform the parents either face to face or by phone.

See Appendix 2

Complaints

It is intended that by adopting this policy and keeping parents and governors informed we can avoid the need for complaints. All disputes which arise about the use of force by a member of staff will be dealt with according to Child Protection and Safeguarding policies.

Restrictive Physical Intervention Record

Students Name:	Location of incident:
Students Year Group:	Time & Date:
Reporting member of staff:	

Justification for physical intervention (tick all that apply)	Predicated harm prevented by physical intervention with predicted levels (see Individual Plan) e.g. bruising to peers, destruction of computer etc.
To prevent harm to self	
To prevent harm to other children	
To prevent harm to adults	
To prevent damage to property	
To prevent loss of learning (see plan)	

Damage to property: Y/N	Name (s) of additional adults witness:	Name (s) of additional child witness:
Accident Book Completed: Y/N		
Medical treatment/Injuries: Y/N		
Physical Management log completed: Y/N		

Triggers:
Additional Factors:

Details of damage to property including and details of harm to people including medical intervention:

Management:	Tick	Comments:
Reparation		
Consequences		
Police Involvement		
Internal Exclusion		
Pupil Response Form Completed		
Pupil Requested Further Meeting		
Review and Update of Harm Reduction Plan		

Primary de-escalation techniques used

(please state order in which they were used)

Verbal advice and support		Offering service of other staff	
Calm talking		Informing of consequences	
Distraction		Taking non threatening body position	
Reassurance		Step away	
Humour		Clear instruction/warning	
Negotiation		Use of physical location presence	
Offering choices and options		Diversion	

Restraint techniques including sequence of techniques, time and staff involved:

Time	Techniques	Shape	Staff Initials
Duration of restraint:		Duration of incident:	

Pupil response form completed by:		Verification of account of incident:		
Incident reported to:		Staff name	Staff signature	Date
Diary completed by:	Time:			
Parents informed by:	Time:			
Pupil wellbeing verified by:	Time:			
Staff wellbeing verified by:	Time:			
Incident form completed by:	Time:			
Date report completed				

Reporting Staff name: _____

Reporting Staff signature: _____

Head signature: _____

Date: _____

Risk Assessment Calculator



Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidence O/E	Conscious Sub-conscious C/S	Seriousness of harm A 1/2/3/4	Probability of harm B 1/2/3/4	Severity Risk Score A X B
Harm to Self					
Harm to peers					
Harm to staff					
Damage to property					
Harm of disruption					
Criminal offence					
Harm of absconding					
Other harm					

Seriousness	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
3	
2	Foreseeable outcome is hospitalisation
1	
Probability	
4	
3	
2	
1	

Positive Handling Plan



Name	DOB	Date	Review Date
Photo	Potential Triggers and reduction measures		
What we want to see		Strategies to maintain	
First signs that things are not going well		Strategies to support	
Where this behaviour leads to next		Strategies needed	
What we are trying to avoid		Interventions necessary	