

# CHESLYN HAY ACADEMY

## MANAGEMENT POLICY

### Restrictive Physical Intervention

#### Academy Values and Policies

The academy Code of Conduct clearly describes the school's values to all members of the academy community. Every teacher has the right to teach and every pupil has the right to learn in a safe and secure environment. The academy behaviour policy outlines how staff 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 complements the main behaviour policy. Both should be read in conjunction with the academy SEN policy, the Health and Safety Policy, and the Safeguarding Policy.

#### Purpose

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

#### Physical Touch

Physical touch is an essential part of human relationships. In our school, adults may well use touch to prompt, to give reassurance, to give congratulations. Demonstrate how to use equipment, to give first aid or to provide support in PE. To use touch or 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

At our school the Head of House is responsible for ensuring that relevant 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.

#### Physical Intervention

It is helpful to distinguish between:

Definition	Example	
Non-restrictive physical interventions. (As already stated touch/physical contact is a small but important and natural part of teacher-pupil relationships in our school).	Either 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	For example: <ul style="list-style-type: none"><li>• guiding/shepherding a person from A to B</li><li>• use of a protective helmet to prevent self-injury</li><li>• removal of a cause of distress</li></ul>
Restrictive physical interventions	Prevent, impede or restrict movement or mobility. Restraint. To use force to direct.	For example: <ul style="list-style-type: none"><li>• isolating a child in a room</li><li>• holding a pupil</li><li>• blocking a person's path</li><li>• interpositioning</li><li>• pushing/pulling</li></ul>

and between:

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

### **When restrictive physical intervention is permissible**

Restrictive physical intervention is rarely used. However, it is 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].

Section 550A also allows the use of force ‘...to prevent a pupil from engaging in any behaviour prejudicial to maintaining good order and discipline...’. This would include:

- a pupil refusing to leave a teaching area despite being repeatedly asked to do so.
- the disruption of a school visit or event.
- preventing a pupil from leaving the class when allowing this would risk their safety or disrupt the behaviour of others.

**However, the use of restrictive physical intervention for this purpose is acceptable only in rare circumstances and should involve a member of the academy’s SLT.**

### **Risk assessment**

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this policy. It is to be avoided whenever possible and will not be used for staff convenience. Restrictive physical intervention 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. Physical intervention 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.

### **Those who may use restrictive physical interventions**

In this academy all teachers are authorised. In addition, a list will be attached to this policy of non-teaching support staff who are also authorised. The Headteacher will ensure that those on this list are aware and understand what is involved. The Headteacher will review this list annually to ensure that it is up to date.

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 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 academy. This means that visiting staff will need to ask the Headteacher for authorisation.

### **How staff 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.

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 contacting the school office who will send a senior member of staff.

### **The place of restrictive physical intervention within broader behavioural planning**

If, through the academy's special 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 academy's guidelines. (Appendix A). 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 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 on the attached form and given to DWI. (Appendix B). This will be kept in school.
- 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 academy 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 academy's safeguarding procedures and also inform parents/carers.
- Parents/carers will be informed by a senior member of staff on the day of the incident. 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 restrictive physical interventions.

Arrangements for recording and informing parents in the case of a planned restrictive intervention 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.

**Lead SLT member: DWI**

**Date of next review: summer term 2020**

**Reference: Restrictive physical intervention DWI 07.19**

## **Appendix A**

**Risk Assessment proforma.**

**Planned Restrictive Physical Intervention**

<b>Pupil Name:</b>	<b>Date of Birth:</b>	<b>Age:</b>
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**Nature of Behaviour:** (What? When? How?)

**Frequency:** (Be specific. Support with available data)

	Nature of risk	Degree of risk*		
		Severity / Intensity A	Frequency / likelihood B	Overall level of risk Ax B
To the pupil				
To others (specify who)				
Property				

(Reference Policy document)

Either rate: \* Low (L) Med (M) High (H)  
or use CCES numerical ratings

**Risk Reduction Options**

Are the following in place?

	Information attached
Individual Behaviour Plan or Pastoral Support Plan	
Staff Training / Information	
Staffing / access to support	

Options	Benefits	Drawbacks

**Agreed strategies, actions and procedures for managing risks**

Focus of measures	By whom?

**Are the strategies REASONABLE and PROPORTIONATE to the risks presented by the behaviour?**

**Level of Residual Risk (i.e. after risk reduction options have been agreed)**

	Nature of risk	Degree of risk*		
		Severity / Intensity A	Frequency / likelihood B	Overall level of risk AxB
To the pupil				
To others (specify who)				
Property				

Either rate: \* Low (L) Med (M) High (H)  
or use CCES numerical ratings (below)

Low (Inherent / acceptable risk)	Medium (Calculated)	High (Unreasonable / unacceptable)
Ensure appropriate management to limit these risks	Ensure detailed planning and recording has occurred	Try to avoid – Duty of care principle – Seek advice from CCES

Review date:

Consultation and agreement:

	Staff		
<b>Consulted</b>			
<b>Agreed</b>			

CCES Numerical Rating:

Hazard Ratings (A)	1=Minor Injury	Likelihood (B)	2=Unlikely	Risk Priority (C)	12-30=High
	2=Major Injury		4=Occasional		6-12=Medium
	5=Death		6=Probable		2-4=Low

General Information:

Date		Pupil/s involved:		Witnesses (adults)	
Class					
Location					
Period					
Time					
Staff		Witnesses (pupils)			
Reported to:					

Details of the incident:

Planned/unplanned		Description of the incident (include what lead up to the incident):
Duration		
Any injuries sustained:		
Description (cont.)		

Consequences:

Reported to which SLT		Letter to parents. Date and who	
Parents phoned Date and time		In school sanctions	
Parents phoned By who		Outside agencies involved	

Further action:

Staff debrief Requested (Y/N)	Provided by: Details:	Follow up Requested (Y/N)	Provided by: Details:
Pupil support given	Provided by: Details:		

Planning:

Outline any changes to be made in response to this incident or further action taken by the headteacher
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Signed.....(SLT)

Date.....