

Chewton Mendip C.E.V.A.Primary School

Restrictive Physical Intervention Policy

Chewton Mendip VA Primary School recognises that there are occasions when the use of reasonable force to control or restrain pupils is necessary. This policy is intended to raise staff awareness of the possibility of such occasions and planning a response if such action is required.

Definitions:

Control means either passive physical action, 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.

Restraint means to hold back physically or to bring a pupil back under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Reasonable means using no more force than is needed.

Objectives of using reasonable force:

- They key objective in using any form of control or restraint is to maintain the safety of pupils and staff
- Secondly, the use of control or restraint may be used to prevent serious breaches of school discipline
- Thirdly, the use of control or restraint may be used to prevent serious damage to property.

Minimising the need to use reasonable force:

All staff should work together to:

- Create a calm environment that minimises the risk of incidents that might require using force.
- Use Social and Emotional Aspects of Learning (SEAL) approaches to teach pupils how to manage conflict and strong feelings
- De-escalate incidents as they arise
- Only use force when the risks involved in doing so are outweighed by the risks involved in not using force.

Staff authorised to use reasonable force:

Normally only those staff who have been employed in "safe handling techniques" (Team Teach) will restrain pupils. However, all employees at Chewton Mendip VA Primary are authorised by the Headteacher to use reasonable force to control or restrain pupils should the need arise.

When reasonable force can be used:

Reasonable force can be used to prevent pupils:

- From hurting themselves or others
- From damaging property
- From causing disorder

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.

The following list is not exhaustive but provides some examples of situations where reasonable force may be used:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so and their behaviour poses a risk to others or themselves
- To prevent a pupil behaving in a way that disrupts a school event, trip or visit
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or to lead to behaviour that disrupts the behaviour of others
- To prevent a pupil attacking a member of staff or another pupil, to stop a fight in the playground
- To restrain a pupil at risk of harming themselves through physical outbursts.

Force will never be used as a punishment – this is unlawful

Application of force:

Only the minimum force necessary should be used and for the least amount of time necessary. Listed below are the examples of force that may be used but no form of restraint should be used that is likely to injure the pupil (particularly anything that could constrict breathing).

As far as possible, staff should not use force unless, or until, another responsible adult is present to support, observe and call for assistance.

The following are examples of 'force' that may be used in exceptional circumstances:

- Physical interposing between pupils
- Blocking a pupil's path
- Leading a pupil by the hand or arm
- Ushering a pupil away by placing a hand in the centre of the back
- In more extreme circumstances using restrictive holds (Team Teach)

Practical considerations:

Before intervening physically an adult, will, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if s/he does not. The adult should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact of restraint will stop as soon as it cease to be necessary. A calm and measured approach to a situation is needed and adults should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish a pupil.

A adult should not intervene in an incident without help if s/he believes that there is a risk of personal injury. The age and level of understanding of the pupil and the severity of the incident are important factors to consider. Staff must always bear in mind their legal duty to make reasonable adjustments for disabled children and children with SEN.

Recording Incidents

All incidents which necessitate the use of force to control pupils **must be reported** by the staff members involved as soon as possible and the Head teacher informed on the same day. We use EEC Live to record incidents. *Parents will always be informed of such incidents on the same day.*

Post Incident Support

Serious incidents that require the use of force can be upsetting for all concerned and may result in injuries to the pupil or staff. Immediate action will be taken to ensure first aid or medical support is administered. It is also important that staff and pupils are given emotional support. This includes children who may have witnessed the incident.

Class teachers will use their professional judgement in deciding how to respond e.g. through circle time or individual support.

The parents of the pupil concerned will be included in discussions about further actions and support. An Individual Education or Behaviour Plan will be set up if the child does not already have one. The plan will include strategies to prevent or deal with the reoccurrence of incidents requiring the use of force.

The Head teacher with the SENCo will decide whether other agencies need to be involved e.g. Behaviour Support or CAMHS. The pupil will be required to recognise and repair damage caused, whether emotional or physical, including relationships with staff and pupils affected by the incident, and to develop their social and emotional skills. In some cases the decision may be taken to exclude the pupil.

Support and Training

Training in safe handling techniques will be provided (Team Teach)

Staff will be informed about pupils who may be at risk to themselves or others through staff briefing, pupil records and discussions with staff members. Those children seen as presenting particular risk will have individual programmes drawn up which include targets and strategies. Parents will be kept informed of the pupil's needs and how we are trying to support the pupil. A Pastoral Support Programme may be drawn up, especially if the pupil is at risk of exclusion.

Dealing with allegations complaints

If a specific allegation of abuse is made by a pupil or parent against a member of staff the procedures in 'Allegations Management Policy' will be followed. Other complaints will be dealt with under the school Complaints Procedure.

Monitoring , evaluation and review

The policy was adopted by the Personnel and Welfare Committee on 20th May 2014

It will be reviewed every three years. (Due for review summer term 2017)

Use of reasonable force, Advice for Head teachers, staff and Governing Bodies; DfE July 2013