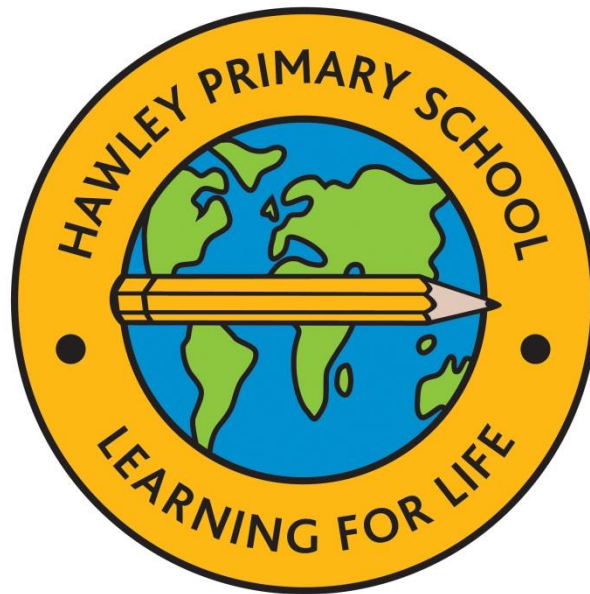


HAWLEY PRIMARY SCHOOL



RESTRICTIVE PHYSICAL INTERVENTION POLICY

AGREED BY HEADTEACHER: Autumn 2023

LATEST REVIEW: Autumn 2023

NEXT REVIEW: Autumn 2026

Restrictive Physical Intervention Policy

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1 Background

Physical Intervention will only be used where it is considered that the behaviour of an individual pupil is deemed to be dangerous/unsafe for that individual or for others around them.

There are times when children's behaviour presents challenges that may require restrictive physical intervention. This policy sets out our expectations for the use of such intervention and is consistent with our Child Protection and Equal Opportunities policies, and with national and local guidance for schools on safeguarding children. We exercise appropriate care when using physical contact (further guidance in our Child Protection Policy); there are some children for whom physical contact would be inappropriate such as those with a history of physical or sexual abuse, or those from certain cultural/religious groups. We pay careful attention to issues of gender and privacy, and to any specific requirements of certain cultural/religious groups.

Definition of Physical Intervention

Restrictive physical intervention is when a member of staff uses force intentionally to restrict a child's movement against his or her will.

Aims at Hawley Primary School

All staff within this setting 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,
- and providing supportive feedback.

More details about this and our general approach to promoting positive behaviour can be found in our Behaviour Management policy.

This policy is not intended to refer to the general use of physical contact which might be appropriate in a range of situations, such as:

- giving physical guidance to children (for example in practical activities and PE)
- providing emotional support when a child is distressed,
- providing physical care (such as first aid or toileting).

2 Principles for the use of restrictive physical intervention

2.1 In the context of positive approaches

At Hawley Primary School staff will only use restrictive physical intervention where the risks involved in using force are outweighed by the risks involved in not using force. This is not the preferred way of managing children's behaviour. Restrictive physical intervention will only be used in the context of our established and successfully implemented positive behaviour management framework, except for emergency situations.

Our approach to promoting positive behaviour is outlined in the school's Behaviour Management Policy. Staff will always endeavour to avoid using restrictive physical intervention which will only be used where a member staff

judges that there is no reasonably practicable, less intrusive alternative. There may be rare situations of such concern where it is judged that the use of restrictive physical intervention is required immediately.

Restrictive physical intervention will be used at the same time as using other approaches, such as saying, “Stop!” and giving a warning of what might happen next. **Safety is always of paramount concern and staff are not advised to use restrictive physical intervention if it is likely to put themselves or others at risk.** Parents/guardians are made aware of our Physical Intervention Policy alongside other policies when their child joins our school.

2.2 Duty of care

All staff have a duty of care towards the children at Hawley Primary School. This duty of care applies to what staff *do not* do as well as what staff *do*. When children are in danger of hurting themselves or others, or of causing significant damage to property, staff 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 might happen next. However, if a member of staff deems it is necessary, restrictive physical intervention can be used.

2.3 Reasonable force

When restrictive physical intervention is used, it is done so within the principle of reasonable force. This means using an amount of force in proportion to the circumstances. As little force as necessary and for as short a period as possible will be used to maintain safety for all concerned.

3 When can restrictive physical intervention be used?

The use of restrictive physical intervention may be justified where a pupil is:

- Committing an offence or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil.
- Causing personal injury to, or damage to the property of, any person including the pupil himself.
- Prejudicing the maintenance of good order and discipline at Hawley Primary School or among any pupils receiving education at the school, whether during a teaching session or at other times in the school day.

Restrictive physical intervention may also be appropriate where any of the above are judged as highly likely to be about to happen.

All staff are required to be very cautious about using restrictive physical intervention where there are no immediate concerns about possible injury or exceptional damage to property. Restrictive physical intervention should only be used in exceptional circumstances, with staff that know the child well and who are able to make informed judgements about the relative risks of using, or not using, restrictive physical intervention; for example, stopping a younger child leaving the school site.

The main aim of restrictive physical intervention is to maintain or restore safety. We acknowledge that there may be times when restrictive physical intervention may be justified as a reasonable and proportional response to prevent damage to property or to maintain good order and discipline at the school. All staff should be careful to **consider all other options available** before using restrictive physical intervention to achieve either of these goals.

In all cases, even if the aim is to re-establish good order, restrictive physical intervention may escalate the difficulty. In this case staff are required to choose an alternative approach e.g., seeking help, make the area safe or giving the child a warning about the consequences of his/her actions and an instruction to stop.

The school’s ‘duty of care’ requires all staff to use restrictive physical intervention if a child is trying to leave our site and it is judged the child to be at unacceptable risk. This duty of care also extends beyond our site boundaries e.g., on trips etc. **Restrictive physical intervention should never be used as a result of anger or as a punishment.**

4 Who can use restrictive physical intervention?

If the use of restrictive physical intervention is deemed appropriate, a member of staff who knows the child well should be involved, and where possible, Team Teach trained in the use of positive handling.

Team Teach trained staff have learnt to:

- Increase understanding and awareness of behaviour as communication and develop a framework to better respond to reduce risk

- Develop a greater team dynamic in supporting individuals who are distressed with approaches that have impact and strengthen relationships
- Utilise a toolkit of holistic strategies on de-escalation and crisis intervention, both verbal and non-verbal for supporting with disruptive and distressed behaviours
- Execute simple and safe positive handling techniques including personal safety, appropriate for a low-risk environment (If required by your setting). Our techniques are situated within a respectful, supportive approach to behaviour support strategies which maintains positive relationships.

In an emergency, any of the following may be able to use reasonable force:

- Any teacher who works at the school.
- Other staff members authorised by the Headteacher to have control or charge of pupils, including support staff whose job role includes supervising pupils such as teaching assistants and learning support assistants;

5 Planning around an individual and risk assessment

In an emergency, staff may use reasonable force within their duty of care. Where an individual child has an individual positive behaviour management plan, which includes the use of restrictive physical intervention, appropriate training, and support in behaviour management as well as restrictive physical intervention will be provided.

At Hawley Primary School we consider staff and children's physical and emotional health. Individual behaviour plans are made which includes consultation with the child's parents/guardians. The use of restrictive physical intervention is in the context of a prior risk assessment which considers:

- What the risks are?
- Who is at risk and how?
- What we can do to manage the risk, which may include the use of restrictive physical intervention if deemed appropriate.

This risk assessment is used to inform the individual behaviour plan to support the child. If the behaviour plan includes restrictive physical intervention, it will only be part of a whole approach to supporting the child's behaviour.

The behaviour plan outlines:

- Our understanding of what the child is trying to achieve or communicate through his/her behaviour.
- How we adapt our environment to better meet the child's needs.
- How we teach and encourage the child to use new, more appropriate behaviours.
- How we reward the child when he/she makes progress.
- How we respond when the child's behaviour is challenging.

Particular attention is paid to a range of responsive strategies which may include humour, distraction, relocation, and offering choices, as direct alternatives to using restrictive physical intervention. These are chosen in the light of a full risk assessment, drawing from as many different viewpoints as possible. The child's perspective is included where appropriate as well as the perspective of the child's parents or carer, staff from the school who work with the child, and any visiting support staff, such as Educational Psychologists, Behaviour Support Team workers, Speech and Language Therapists, Social Workers and colleagues from the Child and Adolescent Mental Health Services.

The outcome of planning meetings will be recorded, and parental signature received to confirm their knowledge of our planned approach. Plans will be reviewed every term, or more frequently if there are any concerns about the nature or frequency of the use of restrictive physical intervention or where there are any major changes to the child's circumstances. We recognise that there may be some children for whom physical contact is particularly unwelcome because of their culture/religious group or disability or as a result of their personal history, of abuse. Staff will be made aware of this as appropriate in order that individual needs can be met.

6 What type of restrictive physical intervention can be used?

The use of restrictive physical intervention by members of staff should be consistent with the principle of reasonable force. In all cases, staff should be guided in their choices of action by the principles in section 2 above.

Staff should not act in ways that might reasonably be expected to cause injury, for example by:

- Holding a child around the neck or collar or in any other way that might restrict the child's ability to breathe
- Slapping, punching, or kicking a child

- Twisting or forcing limbs against a joint
- Tripping a child
- Holding a child by the hair or ear

Such actions would be considered highly inappropriate.

Seclusion

Seclusion is where a young person is forced to spend time alone in a confined space against their will. **Staff are not permitted to use seclusion except in emergency situations.**

Planned Withdrawal or Time-Out

The use of planned withdrawal or time-out is permitted. We define these as follows:

Withdrawal involves taking a young person, with their agreement, away from a situation that has caused anxiety or distress, to a place where they can be observed continuously and supported until they are ready to resume their usual activities.

Time-out is where a response to a child's inappropriate behaviour includes a specific period with no positive reinforcement as part of an overall intervention plan.

Training

Where staff need specific training in the use of restrictive physical intervention, this is arranged through Hampshire County Council.

General behaviour management training is accessed by our staff in the following areas:

- Behaviour Management strategies such as positive approaches to behaviour management
- De-escalation techniques
- Risk Assessment

A record of such training is kept and monitored. See appendix 3.

7 Recording and reporting

The use of restrictive physical intervention is recorded immediately after the incident on CPOMs and reviewed by the DSL and DDSL Safeguarding team. This is undertaken as soon as possible and within 24 hours of the incident. All staff are required to inform the Headteacher after using restrictive physical intervention. According to the nature of the incident, a record should also be made in other records, such as the school's accident book, violent incident records or teacher's pupil records child tracking sheets and copies provided for the Headteacher. Such records will be shared with appropriate Children's Services Department, e.g., Health and Safety.

The governing body will ensure that procedures are in place for recording significant incidents and reporting these incidents as soon as possible to pupil's parents. The Parents and Carers of the pupil concerned will be informed by the Teacher or Headteacher in person, by telephone or by a letter home with the child as appropriate. A copy of the record form can be made available for parents to read.

In some cases, it may be necessary to inform the police, such as in incidents that involve the possession of weapons. This is in line with our general practice, informed by the joint DfEE/Home Office (1999) publication School Security: Dealing with troublemakers – protecting pupils and staff and Section 45 of the Violent Crime Reduction Act 2006.

8 Supporting and reviewing

We recognise that it is distressing to be involved in the use of restrictive physical intervention, whether as the child, the member of staff, or someone observing. Support is offered to the child after an incident to help with understanding why it was necessary. Where possible the child's views and feelings are recorded. Where appropriate, conversations with other children who observed may take place. In all cases, this will take place when the child has calmed down, is able to talk productively and learn from the conversation. First aid should be administered if appropriate, providing the child with the opportunity to say whether anything inappropriate has happened in connection with the incident.

Support is also offered to any adults involved, through the opportunity to talk through what has happened with the Headteacher or member of the Senior Leadership Team.

After-incident support is put in place to realign the relationship between the child and the staff involved in the restrictive physical intervention. The individual behaviour plan is reviewed following any incident to reduce the risk of needing to use restrictive physical intervention again.

9 Monitoring

The use of restrictive physical intervention at Hawley Primary School is reviewed regularly by the Headteacher and Chair of Governors. Appropriate information/data is presented to the governing body when this policy and related policies are reviewed. Analysis considers equalities issues such as age, gender, disability, culture, and religion to ensure there is no potential discrimination or potential child protection issues. Trends in the relative use of restrictive physical intervention across different staff members and across different times of day or settings are identified. Actions are taken because of any significant information identified as a result of analysis.

10 Concerns and complaints

The use of restrictive physical intervention is distressing to all involved and can lead to concerns, allegations, or complaints of inappropriate or excessive use. A child may complain about the use of restrictive physical intervention in the heat of the moment but on further reflection might better understand why it happened. In other situations, further reflection might lead the child to feel strongly that the use of restrictive physical intervention was inappropriate. We are therefore careful to ensure all children have a chance to review the incident after they have calmed down.

If a child or parent has a concern about the way restrictive physical intervention has been used, this can be discussed with the Headteacher. Any complaints may be made through the school's Complaints Procedures. Where there is an allegation of assault or abusive behaviour, the Headteacher should be informed immediately. Should the concern, complaint or allegation relate to the Headteacher, the Chair of Governors should be informed. All results and procedures used in dealing with complaints are monitored by the governing body.