

Restrictive Physical Intervention Policy

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2 Introduction

Introduction The Education Act 1996 recognised that, in certain circumstances, necessary reasonable force to control or restrain a student can be used by a Headteacher or by other staff authorised by the Headteacher.

National guidance reinforces the fact by establishing the power of teachers and other staff who have lawful control or charge of students to use reasonable force in order to prevent a student causing injury to themselves or others or causing damage to property. This policy is written in accordance with the provision defined in 'Use of Reasonable Force – Advice for Head teachers, staff and governing bodies' ([DFE July 2013](#)).

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the behaviour support strategies employed by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.

Whilst always a last resort and to be avoided wherever possible, staff must neither feel that they must make a physical intervention nor feel that they will be unsupported if they do.

2.1 Application

This policy seeks to ensure that staff at The Cavendish School clearly understand their responsibilities in taking appropriate measures where reasonable force is required. It is essential that staff are well-informed and appropriately trained to deal with these difficult situations and understand fully the rationale and implications of the school's guidelines.

All staff must be aware that any physical intervention including use of force may lead to a complaint, including an allegation of assault. This policy aims to support their defence in that staff who follow this guidance, use a proportionate response to a situation and do not resort to an emotional or angry response are in a very strong position to demonstrate reasonableness.

Pupils and parents need to be aware that, in the very rare circumstances described, the school does have the right to use reasonable and proportionate physical restraint and may do so quite legally. This guidance is a key document in refuting any complaint from a parent or student.

The overriding purpose of this guidance is to protect young people from coming to harm as a result of their own, or another student's, behaviour whilst also providing adequate protection to members of staff.

2.2 Procedures

The use of any degree of force is only lawful if it can be regarded as reasonable in the circumstances of the incident and the seriousness of the behaviour. Where force is applied it should reduce rather than provoke further aggressive reaction. If a person has done only what he or she honestly and instinctively believes was necessary at the time to protect themselves or others then this would be potent evidence that only reasonable force was used.

The number of staff involved should be the minimum necessary to control / restrain the student whilst minimising risks of injuries to all parties.

The circumstances where physical intervention, as a last resort, may be appropriate are

- ∞ Self defence
- ∞ Risk of injury or significant damage to property
- ∞ Where the student is behaving in a way that is compromising good order and discipline
- ∞ Where there is risk of harm to self or others.

The nature of the intervention, which must be proportionate, may include

- ∞ Escorting, guiding, shepherding away from a situation to a certain place
- ∞ Holding with a degree of force in relation to the level of cooperation and compliance being displayed by the young person
- ∞ Restrictive physical intervention where reasonable force is applied to prevent movement or mobility or to disengage from dangerous or harmful physical contact

- ∞ Use of reasonable force to remove a weapon or dangerous object from a pupil's grasp
- ∞ Physically moving between and separating two pupils

In order to support pupils within school, pupils may be escorted in a non-restrictive manner. This may be walking alongside providing touch support guidance and reassurance. This would be identified in positive behaviour support plans.

It is also acceptable for doors to have double or high locks to ensure pupil safety, or for external doors to be locked for security purposes, a member of staff is always with the pupils in such circumstances.

Staff should not act in a way that might reasonably be expected to cause injury. The following **must not be used**

- ∞ Any form of corporal punishment, slapping, punching or kicking
- ∞ Pushing the student
- ∞ Holding round neck or collar or in any other way which might restrict airway or circulation
- ∞ Twisting or forcing limbs against the joint
- ∞ Holding by hair or ears
- ∞ Holding face down to the ground
- ∞ Ground recovery holds should not be employed by any member of staff without appropriate training
- ∞ Using belts or other items to strap a child to a chair to restrict their movement or manage behaviour. Harnesses could be use to support a child to be safe such as a seatbelt or wheelchair harness
- ∞ Seclusion where a person is forced to spend time alone (eg in a room alone with the door locked or held shut) **against** their will (A child is allowed to choose to be in a space alone, but must always be able to leave)

In a very small number of cases, a risk assessment linked to the dangerous behaviour of a student may be required. This may include references to restraint and may lead to an agreed behaviour management plan which will be communicated to the pupil, parents and staff.

2.2.1 Authorisation and Training

Due to the completely unpredictable nature of events which may lead to physical restraint being required and the size of the school site, the Headteacher may authorise a number of members of staff to take appropriate action, including as a last resort physical intervention, to deal proportionately with a situation. No member of staff should feel, though, that they should place themselves at unnecessary risk or take an action they do not feel competent to take.

2.2.2 SLT link

At least one member of the senior management team should attend relevant training on physical intervention. Training can also be made available to other members of staff through attendance at LA courses or by use of staff training days. An up to date record of staff authorised to use physical intervention strategies should be kept by the Headteacher along with a record of any training provided.

2.2.3 Recording and Reporting Procedures

The recording procedure should be carried out as soon after the incident as possible, and if necessary after the staff involved have had time to recover emotionally. The forms should be completed by the member of staff who led the intervention and read by all members of staff involved, to ensure the report reflects objectively what has happened and can be used as part of a repair and reflection procedure for the pupil (if appropriate) and offer a concise evaluation of the incident. The records should be used to inform future strategies and to evaluate behaviour support plans and intervention plans that may be in place.

Once the recording forms have been completed; the pupil's Predict, prevent and progress along with their Risk assessment and other plans should be reviewed.

All incidents must be reported and recorded using the Restrictive Physical Intervention Forms held on CPOMs and using the CPOMS reporting functions. Any witness statements should be gathered and stored with this electronic record either by merge or action accounts.

Parents / Carers should be informed of any incident as soon as possible after the event and must be contacted the same day. All staff and students involved in an event should be provided with support (eg time to collect themselves before continuing their duties) and must have access to a first aider for any sign of injury. All injuries must be recorded and reported following the correct medical incident reporting procedures.

2.2.4 Monitoring

The use of physical intervention must be monitored and this information used for improving school processes. Information must be provided to the local governing body on a minimum of annual but scheduled termly basis. All injuries must be recorded and reported as part of this monitoring process.

2.2.5 If a pupil is displaying difficult or dangerous behaviour,

staff may de-escalate the situation by:

- ∞ Following the principles of Cambridgeshire Therapeutic Thinking (including the Principles of Restraint Reduction and Elimination)
Therapeutic Thinking is a therapeutic approach to positive behaviour management and is already well established in many local authority education settings and services. The Therapeutic Thinking approach is based on the following principles:
 - Shared focus on inclusion of all children and young people within their educational settings
 - A shared set of values and beliefs
 - Open and shared communication
 - A shared commitment to diversion and de-escalation
 - Shared risk management
 - Shared reparation, reflection and restoration

2.2.6 Searching pupils and their belongings

At The Cavendish School it is highly unlikely that it would be necessary to search a pupil or their belongings. A search would only take place where failure to do so might put the welfare of the pupil or others at risk and on grounds which are explained to the pupil concerned. The pupil concerned and a witness should be present during a search of personal belongings.

2.2.7 Recording and reporting incidents of difficult or dangerous behaviour

A pupil may amend and modify their behaviour in response to adult intervention, in which case it is not necessary to complete an incident/accident log on CPOMs. Difficult or dangerous behaviour must be recorded when any of the following behaviours are evident:

- ∞ Verbal abuse of others (eg: pupils, staff, visitors)
- ∞ Physical injury to self/others or damage to property
- ∞ Bullying/e-bullying and/or racist incidents

Or where non-restrictive physical intervention is used in response to a behaviour incident. All staff have a responsibility to record incidents of difficult or dangerous behaviour. If another pupil or member of staff has been injured during an incident, this must be recorded on the Restrictive Physical Intervention Form within the CPOMs entry and on Evolve Accident.

Where restrictive physical intervention has been used, this MUST be recorded on CPOMs and the Restrictive Physical Intervention Form completed to alert a member of the SLT as soon as is possible, but no later than 3:30pm on the day.

Reports will be collated by the Assistant Headteacher for Behaviour, Inclusion and Provision who will then analyse the data and provide monitoring and evaluation to all SLT, the head of school and Governors. It is important to

1. Monitor and keep a record of all documented incidents
2. Liaise with and support colleagues regarding Risk Reduction Programmes

The LA has delegated authority to use Restrictive Physical Intervention, according to Cambridgeshire's, Therapeutic Thinking Framework to staff taking a lead in teaching and caring for pupils. All Staff at The Cavendish School are authorised to use Restrictive Physical Intervention.

At times, it may be necessary to implement particular strategies for individual pupils. The relevant information will be recorded on the Risk Reduction Plans and EHCP.

Difficult and dangerous behaviour occurs for several reasons. There are always reasons why children display such behaviour and it is important that we recognise the influence of our own response and how we behave towards one another. It is also important to separate the 'behaviour' from the child.

2.3 Conclusion

It is very rare that incidents requiring physical intervention will occur at TCS but, in order to ensure the safety of all members of the School community, it is essential that all staff, students and parents are provided with this clear framework within which the rights of all school members can be protected

3 Appendix 1 – Cambridgeshire Therapeutic Thinking guides and restraints guide

Closed mitten



Offering an arm (to support, guide or escort)



Supportive hug (to support, guide or escort)



Supportive hug (to support, guide or escort)



Supportive arm (to support, guide and escort)



Supportive arm (to support, guide and escort)



Supportive arm (to support, guide and escort)



Supportive arm (to support, guide and escort)



Open mitten



Open mitten escort (to support, guide and escort)



Open mitten escort (to support, guide and escort)



Open mitten escort – paired



Open mitten guide (to protect or turn)



Open mitten guide (to communicate)



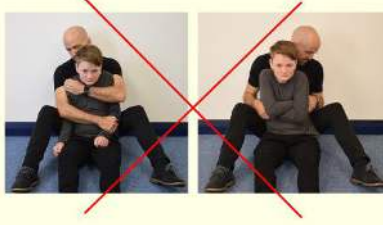
Open mitten guide - paired



Open mitten guide - paired



Restricting breathing



Pulling and dragging



Elbow tuck – figure of 4



Elbow tuck – figure of 4

