



## **Restrictive Physical Intervention Policy**

This policy is written in line with 'Use of Reasonable Force; Advice for headteachers, staff and governing bodies' (July 2013), 'Teachers' Standards Guidance for school leaders, school staff and governing bodies' (July 2011 updated 2013), Section 550A, DFES Circular 10/98 and 'Keeping children safe in education Statutory guidance for schools and colleges' (September 2016)

### **School Values and Policies**

Safeguarding is the responsibility of EVERYBODY at Wellacre Academy. All employees must ensure that they fulfil their responsibility for safeguarding effectively. Our Behaviour for Learning Policy combined with our 'Core Values' and 'Steps to Success' ensures the reinforcement of good behaviour. We encourage staff to create and maintain good order and relationships through praise and positive behaviour for learning approaches. Wellacre does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

This Policy should be read in line with the Academy's Behaviour for Learning Policy, the Safeguarding and Child Protection Policy and SEND Policy.

### **Purpose of this policy**

This policy aims to give all members of the Academy's 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.

The Principal will be responsible for ensuring that staff are aware of the policy. They will ensure that any necessary training/awareness-raising takes place so that staff are aware of their responsibilities.

### **Physical touch**

In the Academy, adults may well use touch to give reassurance or to provide support and direction, for example in PE. To use touch/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.

The SENDCo is responsible for ensuring that relevant staff are aware of any student who finds physical touch unwelcome. Such sensitivity may arise from the student’s cultural background, personal history, age etc. This information will be circulated on the Inclusion Register, Student Passports, SIMS, at staff briefings and in bulletins etc.

### What do we mean by ‘physical intervention’?

Definition	Example	
Non-restrictive physical interventions.	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>• use of a protective helmet to prevent self-injury;</li> <li>• removal of a cause of distress;</li> <li>• tap on the shoulder to redirect movement .</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 student;</li> <li>• blocking a person’s path;</li> <li>• pushing/pulling.</li> </ul>

### When is restrictive physical intervention permissible at Wellacre Academy?

Restrictive physical intervention is rarely used at Wellacre Academy. However, it will be necessary when its aim is to prevent a student injuring themselves or others (for example, students playing in a dangerously rough manner) or to prevent them damaging property (for example, students throwing a heavy object at/near to expensive computer equipment) [Section 550A, DFES Circular 10/98].

### Risk assessment

The use of restrictive physical intervention will be the outcome of a professional judgement made by staff, on the basis of this school policy. It is 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 student or cause pain, injury or humiliation.

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 students, verbally directing students and calling for assistance.

### **Who may use restrictive physical interventions?**

In the Academy all teaching and non-teaching support staff have access to this policy and are therefore authorised.

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 students but, whilst on the premises, they will be expected to be aware of, and operate within, the policy of this Academy.

### **How staff at Wellacre Academy might intervene**

When a restrictive physical intervention is justified, staff will use 'reasonable force' to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any student (including him or herself);
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

The degree of force 'warranted by the situation' 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 student 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 student that his behaviour may be leading to physical intervention. 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 student at all times.

In an emergency, staff must summon assistance by sending for the additional staff support and a member of the Academy Leadership Team.

### **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 immediately (these should be added to the student's CPOM's record).
- ◆ 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 school procedures.
- ◆ The Principal 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 Principal will follow the school's child protection procedures and also inform parents/carers.
- ◆ Parents/carers will be informed by the Principal on the day of the incident. If this is initially done by phone, it will be followed up in writing. 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 students who have been involved in any incident involving restrictive physical interventions. This will be provided by the Principal.

The Principal will use the records kept, to analyse patterns of behaviour to determine whether responses are being effective. The Principal will report on this information to the Governing Body annually.

### **Complaints Procedure**

Any complaint will first be considered in the light of the school's child protection procedures. If child protection procedures are not appropriate, the school's complaint procedures will be followed.