



# **PHYSICAL RESTRAINT POLICY**

## Approval

<b>Approved by Principal:</b> Carol R Singh	
<b>Date of approval:</b>	<b>3<sup>rd</sup> December 2015</b>
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<b>Review Cycle:</b>	<b>Every 2 Years</b>

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## **Legal Rationale**

This policy has been developed in response to The Education and Inspections Act 2006 section 93, which reinforces, supercedes and replaces previous guidance. It also takes recognises the guidance issued by the DFE - Use of Reasonable Force in Schools July 2013

The policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils e.g. Behaviour Policy.

## **Introduction**

Good personal and professional relationships between staff and pupils are vital to ensure good order at The Godolphin Junior Academy. We recognise that the majority of pupils in our school respond positively to the discipline and control practiced by staff which ensures the well-being and safety of all pupils and staff in school. We also acknowledge that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. At The Godolphin Junior Academy we acknowledge that physical techniques are only a small part of a whole setting approach to behaviour management.

## **Underpinning Values**

Everyone attending or working in this school has a right to:

- A recognition of their unique identity;
- Be treated with respect and dignity;
- Learn and work in a safe environment;
- Be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- Individual consideration of their needs by the staff who have responsibility for their care and protection;
- Expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- Be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- Expect behavior plans to be put in place to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern;
- Be informed about the school's complaints procedure.

The school will ensure that pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school.

## **Aims**

This policy aims to provide the school community with clear guidance so that any physical intervention that is undertaken is carried out in a way that supports the above values and principles. It describes the circumstances in which restrictive physical intervention is an appropriate response and how staff will fulfill their responsibilities in these circumstances. Every effort will be made to ensure that all staff in this school:

- 1) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of reasonable force is necessary and
- 2) Are provided with appropriate training to deal with these difficult situations.

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- Self injuring
- Causing injury to others
- Committing a criminal offence
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils whether on the school premises or whilst taking part in an out of school activity.

### **Use of Physical Intervention**

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it at The Godolphin Junior Academy:

- Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming them self, others or property.
- The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
- Staff would be expected to follow the pupil's Behaviour Plan / Positive Handling Plan in the first instance to manage any incidents or challenging behavior.
- If this was unsuccessful and the situation continues to escalate staff would then be expected to employ other Team Teach techniques in which they have been trained.
- Only if all of the above have been tried and are unsuccessful should staff even consider any other form of restraint. The overriding consideration should still be the reasonableness and proportionality of the force used.

All the techniques used must take account of a young person's;

- age
- gender
- level of physical, emotional and intellectual development
- special needs
- social context

They should also provide a gradual, graded system of response.

Where behavioural records and/or risk assessment identifies a need for a planned approach, Behaviour Plans or Positive Handling Plans are written for individual children and where possible, these will be designed through multi agency collaboration and shared with other agencies/services supporting the child to facilitate consistency of approach so far as is possible.

## Definitions of Positive Handling

Positive Handling describes a broad spectrum of risk reduction strategies. Positive Handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Risk assessment identifies positive prevention strategies and how a pupil may need to be supported in a crisis.

Definition	Explanation	Examples
Physical Contact	Situations where a touch, in full public view, occurs between staff and pupils in order to provide care or to support their access to a broad and balanced curriculum.	Tending to an injury. Supporting in PE. Comforting a young child in distress e.g. arm around shoulder. Responding to a young child's demonstration of affection e.g. pat on shoulder/hand hold.
Physical (non restrictive) Intervention	Contact is non restrictive and the pupil is held supportively, but such that they will be released immediately should they so wish, in order to divert or deflect the pupil from a destructive or disruptive action.	Leading by the hand, escorting by the arm or guiding by the shoulder.
Restrictive Physical Intervention	Use of reasonable force to prevent, impede or restrict movement or mobility where there is an immediate risk to pupils, staff, the public or property.	Team Teach wraps, holds or restraints.

## Planned or Emergency Interventions

Intervention	Explanation	Example
Planned interventions	Pre arranged strategies and methods used, either non restrictive or restrictive, based on a risk assessment and recorded in a Behaviour Plan or Positive Handling Plan for the pupil.	Pupil receives "Time Out" or is withdrawn following a particular behaviour. Pupil is lead or escorted away from the scene. Pupil is held in a certain hold/wrap following serious threat to safety of self, others or property.
Emergency Unplanned Interventions	Occur in response to unforeseen events. Minimum force necessary to be used in proportion to the circumstances.	Any of the above

## **Risk Assessment**

Restrictive physical intervention should only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate for the circumstances (or in an emergency situation).

Before deciding to use restrictive intervention staff need to decide if the risk of not intervening is greater than the risk of intervening. Physical intervention will never be used as a punishment, or to cause deliberate pain, injury or humiliation.

Staff are not expected to intervene physically against their better judgment or to place themselves at unreasonable risk. However they should endeavor to minimize any risks to others by calling for assistance, removing other pupils or items that could cause injury.

## **The Place of Restrictive Physical Intervention in the Management of Behaviour.**

If it is seen to be likely that restrictive physical intervention will be appropriate to support a pupil's behaviour management then an individualised risk assessment will be carried out (see Appendix).

If appropriate an individualised Positive Handling Plan will be drawn up for the pupil by the staff involved and any support agencies involved (see Appendix). The plan will seek to minimize the need for restrictive physical intervention and describe what interventions may be required. The plan will be shared with all relevant staff, the parents/carers and will be reviewed regularly.

Relevant training and/or guidance will be provided for staff involved.

## **Procedures Following Restrictive Physical Intervention.**

- 1) Pupils who may be distressed by events can be offered the following support:
  - Quiet time taking part in a calming activity.
  - Quiet time away from the incident/trigger.
  - Resuming their usual routine/previous activity as soon as possible.
  - Time with a member of staff to debrief the incident.
- 2) Debriefing/support if deemed necessary for any staff involved.
- 3) Staff involved will record the incident on the Serious Incident Report Form (see Appendix) as soon as possible and preferably within 12 hours following the incident. Support from senior staff will be provided if necessary.
- 4) Any injuries suffered as a result of the intervention will be recorded on the Serious Incident Report form and also following the school's normal recording procedures.
- 5) The Principal/SENCO will check that there is no safeguarding cause for concern regarding the actions of the adults involved. Safeguarding procedures will be followed if such a concern is found.

- 6) Parents/carers will be informed by the Principal/Deputy/SENCO or Year Team Leader on the day of the incident and given the opportunity to discuss any concerns they have regarding the incident.

### **Injury**

Whilst Team Teach techniques are intended to reduce the risk of injury, there is always risk when two or more people engage in force to protect, release or restrain. The possibility of bruising, scratching or other minor injuries occurring accidentally are not to be seen necessarily as a failure of professional technique, but as a regrettable and infrequent side effect of ensuring the pupil remains safe.

Any injuries to the pupil will be reported to the Principal and recorded on the Serious Incident Report form and any injuries to staff will be reported using the school's usual procedures.

### **Complaints**

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Where the nature of any complaint made by a pupil, parent or other person in relation to the use of restrictive physical intervention within the school indicates that there has been an allegation of mishandling by a member staff, the school's complaints policy will be followed.

### **Staff Training**

It is the responsibility of the Principal to ensure that Team Teach training in the use of positive handling techniques is available to staff and is kept up to date. The school provides training for all staff and the Principal / SENCO retains a list of all staff trained. The list is reviewed on an annual basis.

No member of staff will be expected to use Team Teach techniques without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

School staff working directly with pupils will receive Basic Course in Team Teach as the school is considered to be a low risk setting. This is in line with Team Teach policy. This level of training is required for all staff as they are expected to be able to actively support each other, and pupils, if an incident occurs and a child needs physical intervention to keep themselves and/or others safe. However, if staff are unable to support physically they are expected to support with de-escalation.

### **Health and Safety**

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety.

Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' Behaviour Plans have a duty to report these to the Principal immediately, as there may be an impact on their own safety and that of colleagues and/or pupils. Staff should also advise their Year Team Leader of any restrictions to applying restrictive physical interventions.

Through the provision of Team Teach training, the risk of harm towards staff is reduced but it is possible for some injury to be received. All such occurrences should be treated and subsequently recorded, on the Serious Incident Report Form and the school Incident Report Form.

### **Monitoring**

Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Principal to the needs of any pupil(s) whose behaviour may require the use of reasonable restrictive physical intervention.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs. The Principal will present an annual summary of incidents that have involved the use of restrictive physical Intervention to the Academy Council.

The Principal and SENCO will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedures.

### **Whistle Blowing**

Whilst the training in Team Teach provided to staff, encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their duty of care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns should be raised with the Principal, another member of the Senior Leadership Team or with the Academy Council Chair, in order to allow concerns to be addressed and practice improved.

### **Policy Review**

This policy will be reviewed annually by senior staff

## Appendix 1.

## Example of a Risk Assessment

### THE GODOLPHIN JUNIOR ACADEMY

Risk assessment for children who present challenging behaviours.

#### General Information

Name of pupil	
Date of Birth	
Class	
Class teacher	
Assessment date	
Assessment number	

#### Behaviors Causing Concern

Behaviour	Who/what is at risk	Probability	Seriousness	Influencing factors
Verbal aggression e.g arguing/swearing/threats				
Physical aggression towards equipment or furniture				
Pulling/grabbing				
Pushing/barging				
Kicking/stamping				
Punching				
Slapping/hitting				
Biting				
Scratching/pinching				
Spitting				
Hair pulling				
Choking				
Head butting				
Physical intimidation				
Running from class/building				
Running from school site				
Climbing				
Use of equipment as a weapon				
Use of a weapon				
Self harm				
Sexualised behaviour				

## Reducing the risk

Preventative measures	Possible options	Benefits	Drawbacks	
<b>Proactive interventions to prevent risk</b>	Seek pupils views	Pupil taking responsibility		
	Pastoral support and feedback	Pupil taking responsibility		
	Involve parents	Partnership		
	Involve outside agencies	Support for school/parents		
	Individual plan	Agreed targets and procedures + consistency		
	Support and training for staff	Agreed procedures Staff confidence /consistency		
	Adapt curriculum	Trigger reduction		
	Adapt groupings	Trigger reduction		
	Adapt learning environment	Trigger reduction		
	Adapt lesson length	Trigger reduction		
	Use of rewards	Positive reinforcement		
	Organisation of staffing levels at key times	Reduction of risks/incidents		
	Agreed early interventions and reactive strategies	Staff confidence Consistency		
	<b>Early interventions to manage risk</b>	Active listening and observing	Reduction of risk	
		Removal of triggers	Reduction of risk	
Diversion/distraction		Reduction of risk		
Use of agreed strategies		Consistency		
Time out (immediate)		Reduction of further risk Pupil taking responsibility		
	Physical intervention e.g Team Teach hold	Reduction of risk to self or others		
<b>Reactive interventions</b> Response-adverse outcomes	Miss playtime (same day)	Reduction of further risk Pupil taking responsibility		
	Speak to parent	Partnership		
	Incident form to go home	Partnership		
	Review meeting	Partnership + managing future needs		

Review date:  
Appendix 2.

## THE GODOLPHIN JUNIOR ACADEMY

### Physical Restraint Plan

(Please use in conjunction with risk assessment)

INSERT PHOTO

NAME:

CLASS:

DATE:

POSITIVES (What is pupil good at and what do they like)

- Learning words
- Helping
- Watching favourite TV programme
- Playing in sand
- Playing Hide and Seek

TRIGGERS (Common situations, which have led to problems in the past)

- Monday mornings
- Their daily mood
- Being asked to do something they don't want to do

### MODIFICATIONSTO THE ENVIRONMENT OR ROUTINES

(What can be done to prevent problems from arising)

- Give them a specific job to do on Monday mornings
- Time out
- No eye contact/communication
- Pre-empt their agitation and don't let it escalate
- Distraction/diversion

### PREFERRED DE-ESCALATION STRATEGIES (What tends to calm things down)

Verbal advice and support	Distraction	Reassurance	Planned ignoring
Contingent Touch	Calm script	Humour	Involve new person
Calm body language	Give take up time	Limits set	Withdrawal offered
Withdrawal directed	Flexible negotiation	Choices offered	Reminders of success

Other (Please State what)

### LEVEL OF RISK PRESENTED DAILY

Low										High
1	2	3	4	5	6	7	8	9	10	

### LEVEL OF RISK PRESENTED DURING RESTRAINT

Low										High
1	2	3	4	5	6	7	8	9	10	

### CHARACTERISTICS OF INCIDENTS (key behaviours, attitudes, etc)

- Hitting others (including staff)
- Biting
- Pinching
- Kicking
- Throwing things

### PREFERRED PHYSICAL TECHNIQUES (Combination of least intrusive and most effective)

Cradle Hug	T Wrap (initially, only if adult on own)	Half Shield	Friendly Hold
Single Elbow	Two person Single Elbow	Sitting on chairs	Other
Double Elbow	Two person Double Elbow	Sitting on ground	

### FOLLOW UP (Where, when and how to debrief and repair after an incident)

Explain why hold was needed.

### NOTIFICATION (Who have plans been shared with)

Service User	Parents/Carers	Social Worker	Placing Authority (if LAC)
Psychologist	Doctor/Nurse	Therapist (state which)	
Key staff	All staff	Area Child Protection Team	

STAFF SIGNATURES DATE AGREED

Mrs XXXXX

REVIEW DATE:

Appendix 3. Serious Incident Report Form

THE GODOLPHIN JUNIOR ACADEMY

SERIOUS INCIDENT REPORT

<u>Pupil:</u>	<u>Staff (writing report)</u>	<u>Staff (witnesses)</u>
<u>Other pupils/staff involved:</u>		
<u>Date:</u> <u>Start time:</u> <u>Finish time:</u>	<u>Lesson/activity:</u>	<u>Where incident occurred:</u>
<b><u>Antecedents:</u></b> medication      argument      demands/requests      previous discussion/comments difficult/ <u>non preferred task</u> perceived criticism      perceived injustice restricted access      fight      transition      unpredictable event/ <u>interruption</u> no specific reason known		
<b><u>Behaviour:</u></b> <b><u>Environment:</u></b> breaking windows      unsettled      climbing      damage      graffiti      roaming running around      spitting      throwing/kicking/pushing furniture      throwing snow/iceballs <b><u>Towards others:</u></b> attitude      aggression      barging      bite      chinning      choking      defiance      grab grabbing clothing      hair pull      headbutt      hit      kick      name call      inappropriate comments inappropriate gestures/touch      object used as weapon      pinch      poke      pull      push      racism refusal to comply      scratch      sexualised behaviour      slap      spit      squeeze      stamp on feet		

threatening trip verbal abuse whinging/whining winding up inciting others  
strangling shouting other

**Towards self:** absconding agitated anxious barricading biting self crying/upset  
complaining of feeling unwell dropping to the floor easily distracted falling asleep  
eating inappropriate objects tantrum hitting head on objects/surfaces hitting body  
hyperactive/bubbly immature talk/voice paranoid removed seatbelt removed clothing  
scratching face/arms sexualised behaviour slap head/face sleeping soiling laying on floor  
suicidal comments suicidal actions violent references walking out of class

**Description of incident:**

(Please include: what de-escalation strategies were used, how effective was the intervention, how the incident was resolved, how was the intervention in the best interests of the child, were health checks offered/accepted and by whom?)

**De-escalation Strategies used:**

Humour Verbal advice and support Firm Clear Directions Negotiations Patience  
Limited choices Distraction Diversion Reassurance Planned ignoring Calm stance  
Contingent touch Calm talking Withdrawal offered Withdrawal directed Swap adult  
Reminders about consequences Success reminders

**Outcomes:**

1:1 withdrawl    bill for damages    computer ban    internal exclusion    indoor play  
external exclusion (no. days.....)    letter home    loss of points    make up work    detention  
miss after school club    miss play    miss activity    miss/lose golden time    verbal apology  
apology letter    parent meeting set up    parents collected pupil    talked to foster carer  
trip ban    parents informed verbally    phone call home    parents called into school  
pupil taken home    school community service    tidied/made good    police involvement  
withdrawal of attention    time out of class (no. times.....)    restorative intervention  
health check completed (by whom?)

**Physical Interventions Used (if any):**

	Name of intervention/hold	People involved in hold	Duration of hold	Reason
1.				
2.				
3.				
4.				

**NB**

For reason - please put either: serious disruption (risk/actual); injury to self (risk/actual); injury to staff (risk/actual); injury to other pupil (risk/actual); damage to property (risk/actual)

**Informed SLT:**

Who:

Time:

Date:

**Informed others:**

Parents/foster parents  
Social care  
Police  
Chair of Governors  
HSE  
CAMHS  
Local Authority

**Other forms completed:**

Internal record  
Racism  
Accident form (for other child)

Signed (staff member writing form):

Date:

Signed (other witnesses):

Date: