



**Physical
Intervention
Policy
2020 - 21**

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Hawthorns School Physical Intervention Policy

1.School Statement

The New Bridge Group promotes a pro-active approach to the effective support and management of challenging behaviours. The term “Positive Handling” includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a pupil.

The term “physical restraint” is used when force is used to overcome active resistance. These are referred to as “Restrictive Physical Interventions” in national Guidance (DfES/DOH 2002). Pupils sometimes present a risk to themselves and others. Section 550A of the Education Act 1996 describes the circumstances in which teachers and others authorised by the Headteacher may use reasonable force to control or restrain pupils. Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline. This policy details how we implement the guidance in this school. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and absolutely necessary and to make staff aware that Restrictive Physical Intervention (RPI) is always used a last resort when all other appropriate strategies and interventions have been used.

For the majority of pupils in Hawthorns School physical intervention will never be required. However, on occasions some pupils may present behaviours that necessitate the use of restrictive physical interventions to prevent injury to themselves or others, damage to property, or the breakdown of discipline. Keeping the pupil and those around them safe, is essential and this may mean physical intervention is required.

Hawthorns School is committed to the ‘Team-Teach ‘approach to managing extreme behaviour and has an appropriate system for recording any incidents of violence or aggression that occur and the physical intervention that is needed.

2.Scope of this policy

This policy applies to all New Bridge Group employees. It explains when physical intervention is and is not acceptable in any of our organisations. It also details what RPI means.

3.Policy Aims

This policy aims to:

- explain what restrictive physical intervention means
- ensure that all employees understand the importance of using physical intervention as a last resort, ensuring the safety of pupils and staff at all times
- ensure that any actions they take are reasonable, proportionate and absolutely necessary; and that where it is used, a full report is completed and submitted.
- ensure all use of physical intervention is lawful and used as a last resort when all other strategies and interventions have been used.
- applies to all staff and details how we implement the guidance in our school promoting a pro-active approach to the effective support and management of challenging behaviours.
- explains when physical intervention is and is not acceptable in our school
- ensures the use of physical intervention is monitored and plans are designed to support the reduction in its frequency and duration of use

4. Legislation and definitions

This policy takes account of the following legislation

- *Section 550A of the Education Act 1996* describes the circumstances in which teachers and others authorised by the Headteacher may use reasonable force to control or restrain pupils.
- Document LEA/0264/2003 issued by the DfES – September 2003
- DfE Use of reasonable force 2013 advice for schools' states:
In specific circumstances, necessary reasonable force can be used by teachers and others authorised by the Headteacher to control or restrain pupils. They have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- DfE Advice and Guidance- Behaviour and Discipline in Schools 2016
- Education and Inspections Act 2006
- Keeping children safe in education 2018
- Working together to safeguard children 2018
- Team-Teach Workbook v2018
- Physical Contact- Bernard Allen 2011
- Legal framework for restraint – Bernard Allen 2012
- BILD Code of Practice 3rd edition

5. Procedures and Practice

5.1 Important definitions

Seclusion - a young person is forced to spend time alone against their will Seclusion is also sometimes defined as confinement alone in a room. This use, where a young person is forced to spend time on their own against their will, is considered to be a restriction of liberty and should usually only be used under the Mental Health Act, where secure accommodation has been approved, or where a court order is in operation. It is an offence to lock a person in a room without a court order except in an emergency, for example where the use of a locked room is a temporary measure while seeking assistance.

Time out - restricting positive reinforcement as part of a planned behavioral programme.

Withdrawal - a young person is removed from the situation but observed and supported until they are ready to resume.

Positive Handling - this refers to a wide range of supportive strategies for managing challenging behaviour.

Physical restraint - when force is used to overcome active resistance.

Restrictive Physical Interventions (RPI) - interventions needed when pupils sometimes present a risk to themselves and others.

Reasonable force covers the broad range of actions used by any member of school staff to control or restrain pupils. **Reasonable** means using no more force than is needed. **Control** means either passive or active physical contact.

Restraint means to hold back physically or to bring a pupil under control.

Challenging behaviour – Behaviour of such intensity, frequency or duration, that the physical safety of the child or others is likely to be placed in serious jeopardy, and is likely to seriously limit use of, or result in the child being denied access to ordinary school community facilities.

Violence – Behaviour which produces damaging or hurtful effects, physically or emotionally on other people, the application of force, severe threat or serious abuse

Support Plan– This is part of a child's care plan and focuses on the behaviour that

is challenging and seeks to draw upon a process to change or reduce the behaviour in the best interests of the child.

5.2 Use of Restrictive Physical Interventions (RPI)

The New Bridge Group promotes a pro-active approach to the effective support and management of challenging behaviours.

- Restrictive Physical Intervention has to be in the best interest of the child and part of an agreed behaviour support programme
- Restrictive Physical Intervention will follow Team Teach guidance
- Restrictive Physical Intervention is always used as a last resort when all other appropriate strategies and interventions have been used.
- RPI techniques allow for verbal communication, and safety remains paramount.
- Any actions taken must be reasonable, proportionate and absolutely necessary
- Minimum force should be used for the shortest time and techniques should be the least intrusive to maintain the dignity of the individual and the positive relationships of those involved.
- Staff working with children who may challenge will receive appropriate training and should not use physical intervention unless authorised and trained to do so
- Staff have the right to defend themselves and take reasonable measures of self - protection and seek other assistance in an emergency.
- Parents/carers have the right of complaint if they feel any physical intervention is not in their child's best interest.

Any intervention, whether it is verbal or physical, should have a clear explanation of why it has come about and should inform the individual as to an appropriate form of behaviour for the future.

5.3 Situations appropriate for teachers and other authorised members of staff to use restrictive physical interventions include:

- when there is a risk of injury to the pupil or others
- when there is imminent risk of an offence being committed
- when a pupil is engaged in, or on the verge of, causing injury or damage to property;
- when a pupil is causing, or at risk of causing injury or damage by accident, rough play or misuse of dangerous materials or objects;
- when a pupil is severely disrupting a lesson or continually preventing others from learning
- when a pupil absconds from class or tries to leave school and puts themselves and others at risk by doing so;
- when a pupil displays challenging behaviour and does, or on the verge of inflicting wounds on others by physical means – biting, kicking, scratching etc;

This is not a definitive list. The purpose of the examples is to give a general understanding of the level of risk that might necessitate physical intervention.

Restrictive physical interventions can be employed to achieve a number of different outcomes:

5.4 Examples of Interventions

It is helpful to distinguish between

- **planned intervention:** in which staff use, where necessary prearranged strategies, and methods which are based upon a risk assessment to minimise danger to others or danger of self-harm and recorded in Physical handling plans.
For example: to separate the young person from a 'trigger', for example, removing one pupil who responds to another with physical aggression;
- **emergency or unplanned intervention,** where use of force is necessary in response to unforeseen events e.g to protect a child from a dangerous situation such as a road

Examples of RPI are:

- using an approved hold to minimise danger to others or danger of self-harm;
- using an approved hold to move a young person away from a dangerous situation.

Restrictive Physical Interventions should only be used in the young person's best interest and where:

- actions are reasonable, proportionate and necessary;
- minimum force is used for the shortest time;
- techniques are the least intrusive and maintain the dignity of the individual and the positive relationships of those involved.

5.5 Unacceptable use of physical interventions

It is unacceptable to use physical interventions when:

- less intrusive methods would be more effective
- force is used as a punishment
- there is pain, distress or psychological trauma
- it increases the risk of abuse
- it becomes routine
- it undermines the dignity of staff and the child or humiliates or degrades those involved
- it creates distrust and undermines personal relationships

5.6 The Last Resort Principal

At Hawthorns School, we only use physical restraint when there is no realistic alternative. This does not mean we expect people to methodically work their way through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point.

"If necessary, staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen sometime in the predictable future"

Para 10 Page 4 Department of Health -1997-"The Control of Children in the Public Care :Interpretation of the Children Act 1989"- London HMSO

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about any alternatives to physical intervention which may be effective.

5.7 Proactive Physical Interventions

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous. Examples of this are when a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait for the child is distressed and out of control. The paramount consideration is the action taken in the interest of the child and that it reduces, rather than increases risk

5.8 Reasonable and Proportionate

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interests of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this ?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

5.9. Risk Assessment

Hawthorns staff acknowledge that some children behave in ways that make it necessary to consider the use of restrictive physical intervention as part of a Behaviour Management Plan. All identified behaviours necessitating use of physical intervention will be formally risk assessed. The resulting risk management strategies will be compatible with a positive behaviour management approach. Planned use of physical intervention will be clearly shown to be in keeping with individual pupil's individual education and healthcare plans. It will be properly documented within the school records.

All staff are aware of the distinction between physical contact or touch, used appropriately in everyday situations to support, encourage, guide or comfort a pupil, and the use of physical intervention to restrict movement or to disengage from pupils whose behaviour presents a clear risk of injury.

Techniques and methods for controlling and restraining pupils using restrictive physical intervention will be assessed to ensure they are safe, suitable and appropriate for use with individual pupils.

The techniques and methods will be discussed and agreed in partnership with the pupil, his/her parents (or those with parental responsibility) and other statutory agencies working with the pupil. *This is particularly the case when the pupil is looked after by the local authority, in respite care, or cared for by others with legal responsibility in order to ensure that there is a consistent approach to the use of physical intervention in and out of school.*

In the event of disputes over, or concerns about, techniques and methods being considered, parents should discuss with the class teacher or Head of School or follow the school Complaints procedure.

The New Bridge Group identifies young people who are likely to pose severe and challenging behaviours by a risk assessment procedure. This procedure is reviewed continually at the annual review or earlier if required. The risk assessment will identify preferred learning styles, strategies to minimise unacceptable behaviours, diversion, de-escalation and defusion strategies and appropriate levels of intervention.

Staff should be aware that there may be pupils who present behaviours which are challenging, unacceptable and/or dangerous, which have not been risk assessed. At these times staff should use their professional judgment to assess the risk in the particular situation.

6.Physical Intervention Training for Staff

Training is available for all staff and this is the responsibility of the CEO and the Director of Child Protection and Emotional Well-being. No member of staff will be expected to undertake the use of reasonable force without appropriate training.

Training in physical intervention methods and techniques that are acceptable within Hawthorns is offered regularly and teachers and support staff are encouraged to take up these opportunities. The training is intended to help staff to link meeting pupil's needs with positive behaviour management. Staff involved in implementing planned use of physical intervention, as part of a behaviour management strategy within school, will be provided with training in a range of intervention techniques they are expected to use in their day-to-day work. On successful completion of training, staff are expected to practice their skills and to attend updates of techniques periodically.

Training programmes will be selected by taking into account the type of incidents staff face within school, what techniques are appropriate for the age and needs of our pupils, and what programmes conform to Section 550A of the education Act 1996

7.School Expectations

The Head of site is responsible for the implementation of the policy on positive handling strategies and monitoring and coordinating their use and effectiveness.

Where individual pupils with severe emotional and/or behavioral difficulties have been identified, Individual Behaviour Plans will be formulated and risk assessment on the child will be carried out. Staff will be made aware and be part of the formulation of the Individual Behaviour Plans.

Staff who have received training in relation to non-aversive strategies for managing challenging behaviour are aware that such intervention is reasonable and proportional to the circumstances. The use of restrictive physical interventions should always be considered within the wider context of other measures. These include establishing and maintaining good relationships with pupils and using diversion, diffusion and negotiation to respond to difficult situations. Use of physical force that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force, will be dealt with under Hawthorns disciplinary procedures.

8. Use of Team Teach

The New Bridge Group has adopted the Team Teach system of positive interventions and handling that will be delivered in-house by trained staff. Team Teach provides an accredited training framework designed to reduce risk and, through working together, to help safeguard people and service users. All staff working closely with pupils are trained in the pre-emptive and responsible positive handling strategies and techniques of Team Teach.

The Team Teach course is endorsed by the Department for Education, the Department of Health and the Institute of Conflict Management in addition to professional teaching bodies.

Further details of the Team Teach approach can be found in the Team Teach documents and on the Team Teach website (www.team-teach.co.uk).

- Staff have a legal duty when using reasonable force to make reasonable adjustments for young people with special educational needs.
- The Team Teach approach employs gradual and graded responses which allow practitioners to move between techniques to respond to individual need whilst maintaining control.
- Staff develop the diversion, diffusion and de-escalation skills to resolve situations where possible, without the need for physical intervention.
- When using restrictive physical interventions, staff must use techniques and methods with which they are familiar, confident, and are permitted by Hawthorns from the Team Teach Framework
- The New Bridge Group and Hawthorns School will keep a list of all Team Teach trained staff and renew training as required. It should be noted that in an emergency situation any person can assist in an intervention but this must fall within legal boundaries. All members of staff have a legal power to use reasonable force (*Use of Reasonable Force Guidance 2013*).
- Authorisation to carry out physical intervention should not be given to any member of staff unless they have undergone training.
- In exceptional circumstances (where permitted techniques are ineffective or staff are unfamiliar with the action they should take), staff manage the situation as best as they can that complies with Section 550A of the Education Act 1996.
- Staff must not use any intervention that may cause injury to the pupil -holding around the neck or collar – where breathing might be restricted; slapping, kicking or punching; twisting or forcing a joint; tripping; holding or pulling the hair or ear; holding a pupil face down on the ground;
- Staff have a legal duty when using reasonable force to make reasonable adjustments for pupils with SEN.

9.Support during Incidents

If staff feel uncomfortable or feel the individual will be safer if released from a hold, they should release and withdraw as trained.

10.Alternatives to Physical Controls

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can :

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason
- Give clear directions for pupils to stop
- Remind them about rules and likely outcomes
- Remove an audience or take vulnerable pupils to a safer place
- Make the environment safer by removing furniture and objects which could be used as weapons
- Use positive touch to guide or escort pupils to somewhere less pressured
- Ensure that colleagues know what is happening and get help

11.Modifications to the Environment

Ideally staff will not be waiting until a crisis is underway before conducting a risk assessment of the environment. We know that some pupils at this school may exhibit extreme and possibly dangerous behaviour. In general, it is a good rule to keep the environment clutter free. This may mean considering secure storage for a range of everyday objects when they are not being used.

For example:

- How is the availability of pointed implements (including pens, pencils) controlled? What small items are available to an angry pupil who may be tempted to use them as missiles?
- What objects are available to be used as blunt instruments?
- Do they need to be left out all the time?
- Are there sharp edges or corner which present a risk?
- Is the arrangement of furniture safe and appropriate for pupils who exhibit extreme behaviour?
- Is there a comfortable place to sit with an agitated pupil?
- Are protocols in place to encourage angry pupils to take themselves to a safer place?

12. Help Protocols

The expectation at Hawthorns is that all staff should support one another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. They need to agree scripts so that all parties understand what sort of assistance is required and what is available.

13. Well Chosen Words

A well-chosen word can sometimes avert an escalating crisis. When pupils are becoming angry there is no point getting into an argument. Telling people to calm down can actually wind them up. Pointing out what they have done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke further escalation.

14. Reporting and Recording incidents of RPI

It is essential that New Bridge Group keeps up-to-date records of any incidents where RPI is used. We will always inform families of such an incident and to allow an opportunity to discuss it at the earliest opportunity.

The use of Team Teach must be recorded in the Team Teach Bound and Numbered Record book after each incident. The Behaviour lead will support staff to complete the forms.

Records of incidents include the following information

- the name(s) of the young person(s) involved;
 - the date, time and location of where the incident took place
 - why the use of RPI was deemed necessary;
 - a detailed account of the incident, including all steps taken to diffuse the situation and resolve it without force and the nature of the RPI used;
 - the young person's response;
 - the outcome of the incident;
 - the debrief process;
 - a description of any injuries suffered by the young person or others and/or any property damaged during the incident.
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- New Bridge Group will inform the Local Authority of all serious injuries.
 - New Bridge Group will retain records of incidents involving the use of RPI for 25 years from the date of the incident, alongside the current policy.
 - Staff will report and record use of Team Teach restrictive physical interventions that occur including unforeseen or emergency situations following school procedures and guidance in this policy, as soon as possible after the incident on the day it occurs
 - Any physical intervention techniques that are used with a child will also be recorded on a Team-Teach Positive handling plan (PHP) which is used alongside a child's behaviour plan
 - All incidents of RPI must also be recorded on CPOMS and shared with the DSL and SLT.
 - Parents will also be informed
 - All incidents of RPI are reported termly in the Head of School Safeguarding report to governors and New Bridge MAT.

15. Post Incident Procedures and Support

Following an incident, staff and the individual must be given the opportunity to re-establish their inter-personal relationships through the listening and learning reflection process, providing the opportunity to discuss the incident, any underlying issues, and seek to establish a more appropriate alternative behaviour for future situations.

Staff and the young person involved will be offered support guidance and the opportunity to seek advice and assistance by other professional bodies should they be deemed necessary.

It is essential that staff complete the physical intervention form and **Bound and Numbered book**. Families will be contacted with an explanation and an appropriate plan of action may need to be established towards ensuring a safe environment for the individual and the community. Incidents that require the use of restrictive physical intervention can be upsetting to all concerned and can result in injuries to both the child and staff involved. It is important to ensure staff and pupils are given emotional support and basic first aid treatment for any injuries. Immediate action should be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries should be reported and recorded in accordance with Trust procedures. Advice and assistance from other professional bodies should be sought where necessary

The Head of Site will ensure the reporting of any injuries to staff or pupils are in accordance with RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995) and Tameside 'Violence & Aggression Towards Staff in Schools' form.

16. First Aid

After a physical intervention the named person responsible for first aid should assess the young person. Out of school the qualified first aider or responsible person should make an immediate assessment. Medical advice, where appropriate, should be sought on restraining young people with certain conditions, e.g. asthma, brittle bones etc.

The Use of Reasonable Force Guidance 2013 acknowledges the potential for injury to both young people and staff involved in RPI and this should not automatically be seen as evidence of malpractice: "Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side effect" of ensuring that the service user remains safe".

(George Matthews – Team Teach Director)

17. Positive Behaviour Management

All staff should adopt a positive approach to improving behaviour in order to reward effort and application and to build self-esteem. It is our duty to work in partnership with parents/carers and other agencies that know the child to help those concerned:

- find out why the child behaves as he or she does;
- understand the factors that influence the child's behaviour;
- identify early warning signs that indicate foreseeable behaviours are developing.

This approach will help to ensure that early and preventative intervention is the norm. We at Hawthorns hope that it should reduce the incidence of extreme behaviours and make sure that the use of physical intervention is rare.

Hawthorns staff will refer to the school's Behaviour Policy when developing and implementing Behaviour Management Plans. Behaviour Management Plans are the measures Hawthorns staff has agreed to support and manage a particular child who behaves in ways that pose risk. All Behaviour Management Plans will be formally agreed before implementing them in school and formally recorded in accordance with school procedures. They set out the actions to:

- meet the pupil's needs;
- encourage the pupil to make positive choices and develop self-control;

- support the pupil in difficult situations;
- safely manage crisis if and when they occur

18. Alternatives to physical contact

Staff can still take action to reduce risk by:

- showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason
- giving clear directions for pupils to stop
- using well-chosen words to avert a crisis or saying nothing to prevent escalation
- reminding them about rules and outcomes
- making the environment safer by moving furniture and objects that could be used as weapons
- using positive touch to guide or escort pupils to a safe space
- ensuring that colleagues know what is happening and get help

19. Monitoring use of physical interventions

The use of physical intervention will be monitored in order to help staff learn from experience, promote the well-being of the pupils, and provide a basis for appropriate support. Monitoring will help staff determine what specialist help is needed for individual pupils and to assess the appropriateness of the child's placement at Hawthorns. Monitoring will also inform staff of the risks and their appropriate management. Information on patterns, trends and emerging problems will be shared within the school using appropriate procedures. Monitoring information will be reported on a regular basis to the Governing Body.

20. Responding to complaints

The use of restrictive physical intervention can lead to allegations of inappropriate or excessive use. In the event of a complaint being received by school, the matter will be appropriately investigated by the Head of School /DSL in accordance with the Compliments and Complaints policy. Confidentiality will be maintained both during and after the investigation and all parties will be dealt with in a fair and consistent manner.

21. The role of Parents and carers

Incidents of severe challenging behaviour can have a detrimental effect on family life. We want our parents to feel supported to manage and address problem behaviours effectively in the home environment. Any emergency use of physical intervention will be reported to parents on the day it occurs. Any planned use of physical intervention will be clearly stated in the pupil's behaviour plan and discussed with parents during arranged meetings.

We ask parents to communicate:

- any concerns or problems they have in order for us to offer appropriate support
- any health problems or medications/changes that may affect pupil behaviour
- any additional external advice or support they are receiving in relation to challenging behaviour in order to ensure consistency of approach.

22. Links to other policies

Behaviour Policy

Anti-bullying

Safeguarding and Child Protection

Staff Code of Conduct

Whistleblowing

Allegations of abuse against staff and pupils

Health and Safety

First Aid

23. Other useful documents

23.1. Guidance on the Use of Restrictive Physical Interventions for Staff

23.2. Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders 2002 (modified 2012)

23.3. DOH & DFES Guidance for Restrictive Physical Interventions July 2002

23.4. Use of Reasonable Force Guidance July 2013 (England)

24. Monitoring and Review

This policy will be monitored through the Group's accountability framework. reviewed annually, or if legislation/guidance changes prior to the review date.

Policy updated October 2020

