



Physical Intervention and Restraint Policy

Key Document Details

School Name: Zouch Academy

Version no: 1

Author: Simon Cowley

Owner: Nina Johnson

Approved by: Governing Body

Ratified date: March 2020

Interim review date: April 2025

Next review date: September 2026

Physical Intervention and Restraint Policy

The legal framework

This policy has been developed in response to The Education and Inspections Act 2006 section 93, which reinforces and replaces previous guidance. It also takes cognisance of joint guidance issued by the DfES and Department of Health, and follows the guidance for 'The Use of Reasonable Force to Control or Restrain Pupils'.

At Zouch Academy, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. On rare occasions circumstances may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:-

- + Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- + Any physical contact should be only the minimum required.
- + Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- + Incidents must be recorded and reported to the Head Teacher as soon as possible
- + Parents will be informed of each incident

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

- + causing injury to his/herself or others
- + committing an offence
- + damaging property
- + prejudicing the maintenance of good order & discipline'

1. Our approach

At Zouch Academy we aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all

pupils' safety and wellbeing. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

2. Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention or reestablishing verbal control as soon as possible and, at the same time, allows the pupil to regain self-control. It should never take a form which could be seen as punishment. Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below. In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort.

When physical restraint becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck Use physical restraint or intervention as a punishment

3. Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil.

- (a) The Head Teacher must be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised.
- (b) An appropriate member of the teaching staff (usually the relevant Deputy Head Teacher) will always be involved in debriefing the pupil that has been restrained and contacting their parent(s) inviting them in to meet to discuss what has happened and how the school will work with them. Any victims of the incident should be offered support, and their parents informed.
- (c) Staff involved in the restraint need to complete the school restraint log using CPOMS or, if this is unavailable, the Record of Physical Restraint Form and pass to JU within one hour of the incident. JU will then add this to CPOMS as soon as possible.

- (d) Post the incident/event the Head Teacher/Deputy Head Teacher will complete an investigation in to the events in order to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided. The outcome will include an action plan and an update risk assessment so all staff are aware of how best to support the child. If the behaviour is part of an on-going pattern the Head Teacher/Deputy Head Teacher may for example decide to address the situation through the development of a behavioural PLP, which may include an anger management programme, or other strategies agreed by the SENCO. This may require additional support from, other services, for example the LA.

4. Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- + Strategies to be used prior to intervention
- + Ways of avoiding 'triggers' if these are known
- + Involvement of parents to ensure that they are clear about the specific action the school might need to take
- + Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- + Identification of additional support that can be summoned if appropriate
- + The school's duty of care to all pupils and staff

5. Complaints and Allegations

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures. It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply. We will review this policy on a yearly basis.

