

Physical Intervention and Restraint Policy

Key Document Details

School Name: Zouch Academy

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Author: Simon Cowley

Owner: Nina Johnson

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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 Principal 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 Principal 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 re-establishing 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 Principal 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 Assistant Principal) 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 schools restraint log using the Pupil Restraint Report Form and pass to JU within one hour of the incident. JU will complete the entry in our RED BOOK. All sections of this report should be completed so that any patterns of behaviour can be identified and addressed. In the event of any future complaint or allegation this record will provide essential and accurate information. JU will complete then complete the entry in our RED BOOK.. A copy will be filed in the child's appropriate file and in a central school file in order to inform individual and school risk assessments.

(d) Post the incident/event the Principal/Vice Principal 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 Principal/Vice Principal 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.



Zouch Academy Record of Physical Restraint

Date of incident	
Time of incident	
Members of staff involved	
Pupil witnesses to the restraint	

Outline of events leading up to the restraint

Outline of the incident of restraint and how the child was restrained

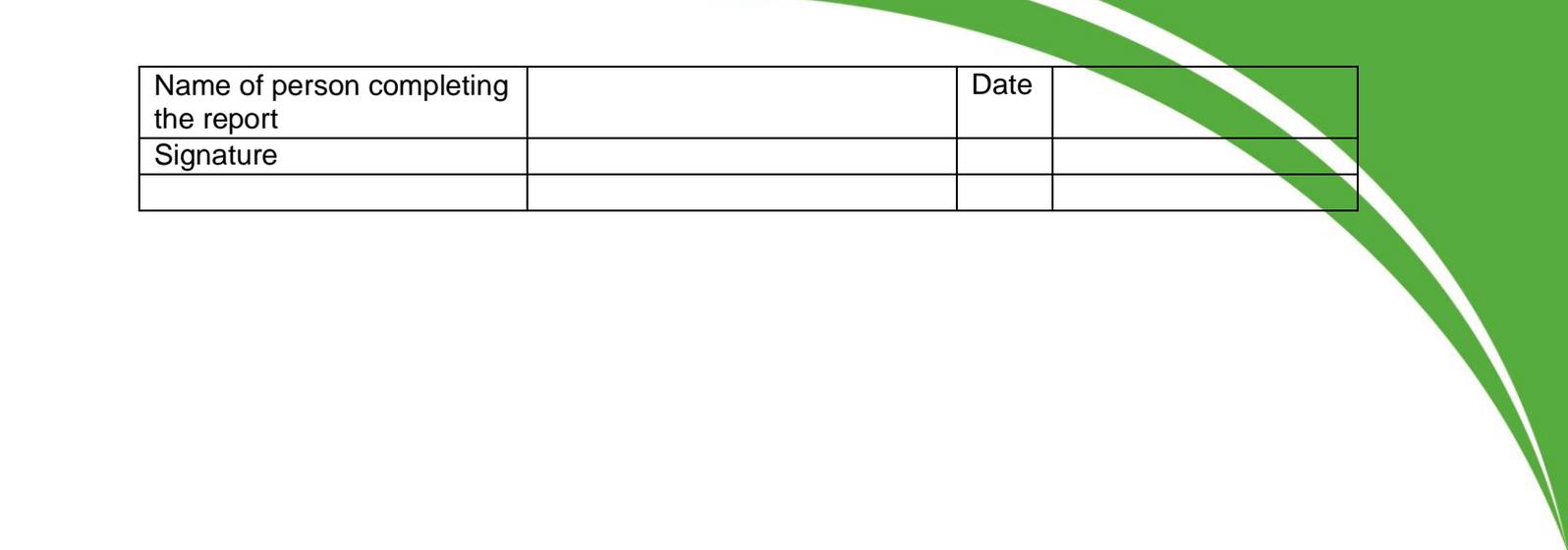
Outcome of the restraint

Description of any injuries sustained by the pupil through the restraint

Description of any injuries sustained by the colleague(s) through the restraint incident

Date/time of contact with parent(s)	
Member of staff who made the call	

Notes of discussions with parents and agreed actions	
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A large green decorative graphic consisting of a thick white curved line that starts from the top right and curves downwards towards the bottom right, set against a solid green background.

Name of person completing the report		Date	
Signature			