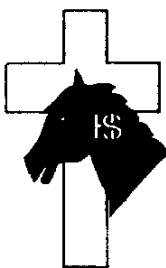


HORSINGTON CHURCH SCHOOL



RESTRICTIVE PHYSICAL INTERVENTION IN SCHOOL POLICY

INTRODUCTION

In Horsington School we believe that pupils need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small minority of pupils only will the use of physical intervention be needed, and, on such occasions, acceptable forms of intervention are used.

The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils.

All the school staff need to feel able to manage inappropriate behaviour, and to have an understanding of why the challenging behaviour exists. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

DEFINITION OF “RESTRICTIVE PHYSICAL INTERVENTION”

The Law allows for teachers and other persons authorised by the Headteacher to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following :-

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour which is prejudicial to maintain the good order and discipline at the school.

“Restrictive Physical Intervention” is the term used by the DoFE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to, in specific circumstances, use “reasonable force” to control or restrain pupils. There is no legal definition of “reasonable force”. However, there are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident warrant it;
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

WHEN THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS MAY BE APPROPRIATE

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a **last resort**. However there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

WHO MAY USE RESTRICTIVE PHYSICAL INTERVENTION IN SCHOOL

The teachers employed at the school are authorised by the Headteacher to have control of pupils, and **must** be aware of this Policy and its implications.

We take the view that staff should not be expected to put themselves in danger, and that removing pupils and themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

PLANNING FOR THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS

Staff will use the minimum force needed to restore safety and appropriate behaviour.

The principles relating to the intervention are as follows :-

- Restrictive Physical Intervention is an act of care and control, not punishment.
- staff will only use it when there are good grounds for believing that immediate action is necessary and in the pupil's and/or other pupil's best interests
- staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion, and the pupil will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the unacceptable behaviour
- only the minimum force necessary will be used to prevent severe distress, injury, or damage
- staff will be able to show that the intervention used was in keeping with the incident
- every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- as soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control
- a distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
- escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable

- the age, understanding, and competence of the individual pupil will always be taken into account
- in developing Individual Education/Behaviour Plans, consideration will be given to approaches appropriate to each pupil's circumstance including special educational needs and disabilities.
- procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

DEVELOPING A POSITIVE HANDLING PLAN

If a pupil is identified for whom it is felt that Restrictive Physical Intervention is likely, then a Positive Handling Plan will be completed. This Plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing. The plan will include:-

- involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- a record needs to be kept in school of risk reduction options that have been examined and discounted, as well as those used
- managing the pupil, strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention is to be used
- identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil
- ensuring a system to summon additional support
- identifying training needs

[A school may also need to take medical advice about the safest way to hold a child with specific medical needs.]

Please refer to the Appendix for a Physical Handling Plan Pro-forma

GUIDANCE AND TRAINING FOR STAFF

Guidance and training is essential in this area. We need to adopt the best possible practice.

In school this is arranged at a number of levels including:-

- awareness for governors, staff and parents,
- behaviour management for all staff
- managing conflict in challenging situations - all staff
- specific training on Restrictive Physical Intervention techniques - some staff, ie. TEAM TEACH

Please note: The Somerset Support Services are available to give guidance and training on preventative strategies and the use of Restrictive Physical Interventions.

COMPLAINTS

It is intended that by adopting this policy and keeping parents and governors informed we can avoid the need for complaints. All disputes which arise about the use of force by a member of staff will be dealt with according to Child Protection and Safeguarding policies.

HORSINGTON CHURCH SCHOOL

Positive handling plan for assessing and managing foreseeable risks for children who are likely to need Restrictive Physical Intervention

School:

Name of Child:

Class group:

Name of teacher:

Name of parents/Carers:

Name of Support Service Member/s:

| | |
|----------------------------------------------------------------------------------|--|
| Identification of Risk | |
| Describe the foreseeable risk (ie what specific behaviours have occurred) | |
| Is the risk potential or actual? (ie has this happened before) | |
| List who is affected by the risk | |
| Assessment of Risk | |
| In which situations does the risk occur? | |
| How likely it is that the risk will arise? (ie how often has it happened before) | |

| | |
|----------------------------------------------------------|--|
| If the risk arises, who is likely to be injured or hurt? | |
| What kinds of injuries or harm are likely to occur? | |
| How serious are the adverse outcomes? | |

Assessment completed by:

.....

Signature:

Date:

Agreed Positive Handling Plan and School Risk Management Strategy

| Focus of Measures | Measures to be employed | Level of risk |
|-------------------------------------------------------|-------------------------|---------------|
| Proactive interventions to prevent risks | | |
| Early interventions to manage risks | | |
| Reactive interventions to respond to adverse outcomes | | |

Agreed by:

Date:

.....
(Parent/carer)

.....

.....
(Child - if appropriate)

.....
(Headteacher)

.....
(Classteacher)

.....
(Support Service Member/s)

Communication of Positive Handling Plan and School Risk Management Strategy

| Plans and strategies shared with: | Communication Method | Date Actioned |
|-----------------------------------|----------------------|---------------|
| | | |

Staff Training Issues

| Identified training needs | Training provided to meet needs | Date training completed |
|---------------------------|---------------------------------|-------------------------|
| | | |

| Evaluation of Positive Handling Plan and School Risk Management Strategy | | |
|---------------------------------------------------------------------------------|---------------------------------------|----------------|
| Measures set out | Effectiveness in supporting the child | Impact on risk |
| Proactive interventions to prevent risks | | |
| Early interventions to manage risks | | |
| Reactive interventions to respond to adverse outcomes | | |
| ACTIONS FOR THE FUTURE | | |
| | | |

Plans and strategies evaluated by: Title:

.....

Date:

.....