

Restrictive Physical Intervention (Positive Handling) Policy

This policy is based on latest non-statutory guidance which has been provided to clarify on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of head teachers and governing bodies in respect of this power. This advice replaces “The use of force to control and restrain pupils – Guidance for schools in England”

Staff should also refer to the Behaviour Policy and Guidance for Safer Working Practice for Adults working with Children and Young People in Education (April 2020).

Introduction

We believe that children 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 children only will the use of physical intervention be needed, and, on such occasions, acceptable forms of intervention are used.

The majority of children behave well and conform to the expectations of our setting. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole group of children, and to individuals.

All the staff need to feel able to manage inappropriate behaviour and to have an understanding of what challenging behaviours might be communicating. 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”

What is reasonable force?

- (i) The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- (iii) ‘Reasonable in the circumstances’ means using no more force than is needed.
- (iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- (vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- (i) All members of school staff have a legal power to use reasonable force.
- (ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used to maintain safety.
- (iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

(iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where there is cause to
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot: use force as a punishment – **it is always unlawful to use force as a punishment.**

Prevention:

The use of Restrictive Physical Interventions should be minimised by the adoption of Primary and Secondary preventative strategies.

Primary Prevention is achieved by:

- Ensuring that the number of staff deployed and their level of competence corresponds to the needs of children and service users and the likelihood that physical interventions will be needed. Staff should not be left in vulnerable positions
- Helping children and service users to avoid situations which are known to provoke violent or aggressive behaviour, for example, settings where there are few options for individual activities
- Care Plans and Behaviour Plans/Risk Assessments which are responsive to individual needs.
- Creating opportunities for children and service users to engage in meaningful activities which include opportunities for choice and a sense of achievement
- Developing staff expertise in working with children and services users who present challenging behaviours

- Talking to children, service users, their families/carers and advocates about the way in which they prefer to be managed when they propose a significant risk to themselves or others
- Devices which are required for a therapeutic purpose, such as buggies, wheelchairs and standing frames (including any supporting harness) may also restrict movement. Such devices should never be provided for the purpose of preventing problem behaviour, although in extreme circumstances, they might be used to manage risks. A decision to use therapeutic devices to prevent problem behaviour (for example strapping someone into a wheelchair) must be agreed by a multi-disciplinary team in consultation with their families, carers and advocates and recorded on the pupils CHP and Care Plan.

Medication:

- In certain situations, the use of medication may be indicated as a method of managing extreme behaviour. Medication must only be administered upon medical advice and must only be used as a routine method of managing difficult behaviour where it is included in a pupil's Care Plan and agreed by a qualified medical practitioner. The use of medication should comply with any regulations or national minimum standards issued under the Care Standards Act. Under their duty of care, staff should not give tranquillisers to service users who have contra-indication and any contra indications should always be recorded in their care plan. Except in an emergency, where there is a significant risk of personal injury or a serious risk of an offence being committed, rapid tranquillisation should not be used as a method of gaining control over adults or children who display violent or aggressive behaviour. Even in an emergency, if force is required to administer a tranquilliser, the degree of force must be reasonable. For further information on managing medication in schools please see DfEE Circular 14/96 "Supporting Pupils with Medical Needs in School".

Proactive use of restrictive physical interventions:

- In most circumstances, restrictive interventions will be used reactively. Occasionally, it may be considered in the best interests of the pupil to accept the possible use of a restrictive physical intervention as part of a therapeutic or educational strategy that could not be introduced without accepting that reasonable force might be required. For, example, the best way of helping a pupil to tolerate other pupils without becoming aggressive might be for an adult to "shadow" the child and to

adjust the level of any physical intervention needed according to the child's behaviour.

- If restrictive physical intervention is necessary as a strategy to help a pupil who is gradually learning to control their aggressive behaviour in public places.
- In both of the above circumstances the physical intervention is part of a broader educational or therapeutic strategy.

Emergency use of restrictive physical interventions:

- Emergency use of restrictive physical interventions may be required when pupils behave in ways that have not been foreseen by a risk assessment.
- An effective risk assessment procedure together with well planned preventative strategies will help to keep emergency use of restrictive physical interventions to an absolute minimum. However, staff should be aware that, in an emergency, the use of force can be justified if it is reasonable to use it to prevent injury or serious damage to property and, in schools, to prevent a pupil engaging in any behaviour prejudicial to the maintenance of good order and discipline in the school or among any other pupils.
- Even in an emergency, the force used must be reasonable. Before using restrictive physical intervention in an emergency, the person concerned should be confident that the possible adverse outcomes associated with the intervention (for example, injury or distress) will be less severe than the adverse consequences which might have occurred without the use of a physical intervention.

Guidance and training for staff

Guidance and training is essential in this area. We need to adopt the best possible practice. Training is arranged at a number of levels including:-

- awareness for governors
- positive behaviour management for all staff
- specific training on Managing Actual and Potential Aggression is used for staff to learn Pivotal MAPA intervention strategies at Levels 1, 2 and 3.
- Guidance for staff to refresh their confidence in using the Pivotal MAPA intervention strategies.

Reporting incidents

Where restraint has been necessary, the incident must be recorded on a Physical Intervention form and recorded on the Westhaven Restraint / Use of Calm Room form on the same day.

In the event of an injury occurring, an accident form must be completed.

Accidents or injuries where a visit to the hospital is required, and/or 7 days off school/work are required for recovery, must be recorded on a Riddor form and sent to the Local Authority as soon as the relevant information is available.

We will strive to inform parents of an incident on the day, either through the school diary or by telephone.

The school will ensure that Behaviour Plans are in place for any child or young person where there is an identified risk and restrictive physical intervention may be required.

Seclusion

The 'Calm Room' is a form of physical intervention used where a pupil can spend time alone against their will. This is a low stimulus, secure room. It is used in extreme circumstances where the use of physical restraint is liable to cause injury to the pupil or persons carrying out the restraint. Pupils are removed from the room as soon as they no longer become a danger to themselves or adults intervening.

The use of the Calm Room is only allowed if:-

- It is included on the pupils Behaviour Plan
- Parents are aware that this is a strategy that could be used with their child and have given their written permission.
- In an emergency, permission has been granted from a member of the Leadership Team.

An adult will always be present if a child is in the Calm Room by remaining outside the door, in the corridor.

Post Incident Management

- Following an incident in which restrictive physical interventions are used, both staff and children should be given separate opportunities to talk about what happened. Interviews should only take place when those involved have recovered their composure. Only at this point should sanctions and further actions be discussed.

Appendix I

Westhaven School – Use of Calm Room– Instructions for use

Escort the pupil to the room – use Pivotal MAPA if required – give pupil the choice of sitting calmly on a chair outside or entering the room. If the pupil cannot make the choice to sit calmly and quietly outside the room they have made the choice to enter the room:

1. Make sure the light is on.
2. Pupil enters the room
3. Close the door (at this point do not talk to the pupil as it keeps their anxieties raised)
4. One adult to remain with the pupil outside the room controlling entry or exit to the room.
5. Monitor the pupil via the viewing window
6. Allow pupil to calm
7. When it appears the pupil has calmed (this may be through observation or the pupil may say they are calm) ask them to demonstrate this by asking them to sit on the floor at the back of the room. “Show me you are calm by sitting on the floor at the back of the room”
8. When they have done this check again that they are calm. You will have to make a judgement based on their body language and tone of their voice.
9. Tell them **exactly** what you want them to do. When they have agreed open the door and repeat the instructions.
10. When you are happy that the pupil is calm they are to be escorted to where they need to go. You may want to ask the pupil if they want a drink. They may want to sit in a quiet place before returning to class.
11. If Pivotal MAPA is required at this stage, they are not ready and have to return to the room – repeat the sequence from no. 3
12. Complete the incident form.
13. At some stage debrief the pupil about the incident and agree sanction or restorative action(s)

Appendix II

THIS FORM SHOULD BE COMPLETED AS SOON AS POSSIBLE AFTER THE INCIDENT.

Please retain a copy at your workplace and send the original form to The Health and Safety Team, North Somerset Council, Third Floor, Town Hall, Weston-super-Mare, BS23 1UJ



RECORD OF THE INCIDENT OF PHYSICAL INTERVENTION USING FORCE

NAME OF SCHOOL	
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FULL NAME OF PUPIL INVOLVED	ADDRESS & POSTCODE	DATE OF BIRTH
	TEL:	AGE

DATE OF INCIDENT	TIME OF INCIDENT (IN 24 HOURS)
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LOCATION OF INCIDENT	
LESSON / ACTIVITY	

NAME OF MEMBER OF STAFF WHO PHYSICALLY INTERVENED	
DESIGNATION OF MEMBER OF STAFF	

NAME AND DESIGNATION OF ANY WITNESSES	
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REPORT WRITTEN BY:	DESIGNATION:
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1. RECORD OF INCIDENT

<u>Reason why Physical Intervention using Force thought necessary:</u>	
Was the child concerned liable to injury?	YES / NO
Were other children liable to injury?	YES / NO
Were staff liable to injury?	YES / NO
Was significant damage to property about to occur?	YES / NO
Was good order seriously prejudiced?	YES / NO
Other reasons (Please state):	
<p>1.1 Concise details of how the incident began, nature of pupil behaviour, the use of techniques other than physical control to defuse the situation, and measures taken to avoid harm to the pupil.</p> <p>a) See incident report dated:</p> <p>b) Other measures taken to avoid harm to pupil</p>	

1.2 Description of physical intervention used, including the degree of force used, how that was applied and for how long.

1.3 Accident report completed for pupil Number: Date:
Accident report completed for staff Number: Date:

1.4 Measures taken to ensure that the pupil was calmed after the incident.
See incident report

1.5 Details of Contact with Parents/Guardian

Signed:

Designation:

Date:

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RECORD OF THE INCIDENT OF PHYSICAL INTERVENTION USING FORCE

(To be completed by a member of the Leadership Team)

2.1 Details of contact with Parents/Guardians: SchoolPlanner/ Phone Call/ Other.....	
2.2 Debrief with pupil planned for: <i>See Incident Form</i>	
2.3 Debrief with Member of Staff: <i>See Incident Form</i>	
2.4 External Agencies informed :	
Agency:	Date:
North Somerset Health and Safety	
Other	
Other	

3.0 Action taken subsequent to the incident to prevent re-occurrence <i>Procedures carried out/not carried out according to school policy</i> (Please detail if required)

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Signature:

Designation:

Date:

Westhaven School Calm Room Form

Student Name :	Tutor Group:
Incident Date:	Time of Incident:
Subject /Area In School incident took place:	Staff name:
Lesson(s)and Subjects missed :	

Type of Behaviour:

Smoking	Aggressive Behaviour
Dangerous Behaviour to self or others	Assault
Non-compliance	Bullying
Verbal abuse	

De-escalation Strategies within Calm Room

Verbal advice	Entered Calm room on own
Distraction	Positive Praise
Time out	Loss of points
Transfer to other adult	1:1 Attention
Choices / consequences	Options offered

Calm Room/Restraint:

Restraint used	Handle held	Time held
Low level	Guided walk	Time entered Calm Room
Medium level	Walk MAPA	Time out of Calm Room
High level	Walk / Seated MAPA	

Restorative Action

Report to SMT	Support Plan Put In Place
Discussed with Pupil/Debrief	Restorative Action
Police Informed	Parents informed

Details of the Incident before MAPA or use of Calm Room

A Visual Dynamic risk assessment was preformed

Notes on Student's Behaviour within Calm Room

Action Taken from this Incident (this must be recorded):

Were issues resolved and student able to continue with school day?

Did the student make the better choice after incident?

Triggers Identified

This form must be completed electronically and saved in the student's Incident folder in Shared AI Teachers

References:

Guidance for Safer Working Practice for Adults working with Children and Young People in Education – DfES (April 2020)

Use of Reasonable Force – Advice for School Leaders, Staff and Governing Bodies – DfE (July 2013)

Guidance of the use of Restrictive Physical Intervention – Interventions for pupils with Severe Behavioural Difficulties – DfES (Sept 2003)

Restrictive Physical Intervention – Policy Development Framework – NS Council (Nov 2009)

Written:	September 2014
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Signed by Chair of Governors:	
Date:	24/11//2022
Date of Next Review:	September 2024

History of Document

Version No.	Author/ Owner	Date Reviewed	Approved by Governors on	Comments	Next Review Date
1	FGB		18/9/14		Sep 2016
2	FGB	Jan 2017	19/1/17	Additional Guidance updated and new calm room form added.	Sep 2018

3	FGB	Apr 2021	22/4/21	Minor amendments to reflect updated guidance and use of Pivotal MAPA	Sep 2022
3.1	FGB	Nov 22	24/11/22	Minor changes	Sep 2024