

YSGOL BORTHYN



POLICY ON THE USE OF PHYSICAL INTERVENTIONS INCLUDING RESTRAINT

School Values and Policies

Our school aims to include and encourage all children in appropriate patterns of behaviour and standards of discipline. It is underpinned by the main values upon which we base our curriculum:

- We value the ways in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote cooperation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

The school behaviour policy outlines how staff at Ysgol Borthyn create and maintain good order and relationships through positive approaches. These approaches are successful for the vast majority of the time. This policy on the use of restrictive physical interventions supplements the main behaviour policy.

Purpose of this policy

This policy aims to give all members of the school community clear guidance so that any physical intervention that they undertake is carried out in a way that supports the values and principles described above. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff at school will fulfil their responsibilities in those circumstances. The headteacher will be responsible for ensuring that staff and parents are aware of the policy. She will ensure that any necessary training/awareness-raising takes place so that staff know their responsibilities.

Physical contact / touch

The staff at Ysgol Borthyn believe that physical contact is an essential part of human relationships. In our school, adults may well use touch to prompt, to give reassurance or to provide support in PE.

To use contact/physical support successfully, staff will adhere to the following principles. It must:

- be non-abusive, with no intention to cause pain or injury
- be in the best interests of the child and others
- have a clear educational purpose (e.g. to access the curriculum or to improve social relationships)
- take account of gender issues.

At our school the headteacher and the senior management team, supported by the school ALNCo, are responsible for ensuring that relevant staff is aware of any pupil who finds physical touch unwelcome. Such sensitivity may arise from the pupil's cultural background, personal history, age etc.

What do we mean by 'physical intervention'?

It is helpful to distinguish between:

Definition	Non-restrictive physical interventions (As already stated touch/physical contact is a small but important and natural part of teacher-pupil relationships in our school).	Restrictive physical interventions
Examples	Either where the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish	Prevent, impede or restrict movement or mobility. Restraint. To use force to direct.

<p>For example:</p> <ul style="list-style-type: none"> ● guiding/shepherding a person from A to B ● use of a protective helmet to prevent self-injury ● removal of a cause of distress 	<p>For example:</p> <ul style="list-style-type: none"> ● isolating a child in a room ● holding a pupil ● blocking a person's path ● physically interposing between pupils
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and between:

Emergency/unplanned interventions	Planned interventions
Occur in response to unforeseen events	In which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment and recorded in an individual plan for the management of a pupil (IRS)

When is restrictive physical intervention permissible at Ysgol Borthyn?

Timian Training

Some members of staff have received Timian training in which appropriate techniques for break away and restraint are practised. A list of Timian trained staff is displayed in the staffroom.

Restrictive physical intervention is rarely used at Ysgol Borthyn. However, it will be necessary when its aim is to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- a danger to themselves or others;
- causing damage to property (including the pupil's own property);
- engaging in behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

[Section 550A, DFES Circular 10/98].

As professionals working with young people, we have an obligation to safeguard their welfare. Under certain conditions this duty overrides a young person's right to be touched.

There are a variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

- where action is necessary in self-defence or because there is an imminent risk or injury to themselves or others;
- where there is a developing risk of injury, or significant damage to property;
- where a pupil is behaving in a way that is compromising good order and discipline.

Using physical restraint must be the last resort on any intervention. It is important to ensure (and be able to demonstrate) that staff have exhausted all other means in attempting to avert the danger to people or property.

Staff are authorised to physically intervene under the circumstances above and, indeed, might be deemed negligent if they fail to do so.

The DfEE Circular 10/98 on 'The use of Force to Control or Restrain Pupils' outlines the following examples of situation that fall within one of the first two categories above:

- a pupil attacks a member of staff or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- a pupil absconds from a class or tries to leave school (N.B. this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations that fall into the third category are:

- a pupil persistently refuses to obey an order to leave a classroom;
- a pupil is behaving in a way that is seriously disrupting a lesson.

In such cases, as in all others where the need for physical intervention might arise, staff need to employ non-physical behaviour management techniques first before any intervention is considered. If a child has an IRS (Individual Reactive Strategy), a timian trained member of staff should be called if restrictive physical intervention is necessary.

All staff need to be aware of strategies and techniques for dealing with difficult pupils and steps which they can take to defuse and calm a situation.

Move calmly and confidently.

Make simple, clear statements.

Intervene early.

Try to maintain eye contact.

If necessary summon help before the problem escalates.

Remove audience from the immediate location.

It may also be necessary to employ physical intervention:

- to break away or disengage from dangerous or harmful physical contact, for example, if a pupil has grabbed your arm in a threatening manner;
- to separate a person from a 'trigger', for example, by removing one pupil who responds to another with physical aggression;
- to protect a pupil from a dangerous situation – for example, the hazards of a busy road or from injuring themselves or others.

All of the above are intended outcomes that would be deemed to be 'in the child's best interests' (The Children Act 1989).

Individual Reactive Strategies (IRS)

Where a child has emotional/behavioural problems there may be a need to produce an IRS to guide all staff, including supply staff, with regards to:

- cues (signs that the child is showing stress and might react badly)
- triggers – factors that cause the reaction
- diversion strategies
- restraint

Who may use restrictive physical interventions?

Everyone has a personal right to use reasonable force to prevent an attack against themselves or others whether they are formally authorised or not. In such circumstances, an individual should be clear that there is an immediate risk and that other options have been exhausted.

In our school all staff are authorised.

Supply staff will not be authorised to use restrictive physical interventions except if they have been specifically authorised by the headteacher.

Parents and volunteers in the school are not given authorisation. Staff from the local education authority may have their own policies about the care and control of pupils but, whilst on the premises, they will be expected to be aware of, and operate within, the policy of this school. This means that visiting staff will need to ask the headteacher for authorisation.

How staff at Ysgol Borthyn might intervene

When a restrictive physical intervention is justified, staff will use 'reasonable force'. This is the degree of force 'warranted by the situation'. It will 'be proportionate to the circumstances of the incident and the consequences it is intended to prevent'. Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

Staff will:

- use the minimum amount of force for the minimum amount of time;
- avoid causing pain or injury; avoid holding or putting pressure on joints;
- in general hold long bones;
- never hold a pupil face down on the ground or in any position that might increase the risk of suffocation.

In other circumstances staff should not act in a way that might reasonably be expected to cause injury, for example by:

- holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe;
- slapping, punching or kicking a pupil;
- twisting a forcing limbs against a joint;

- tripping up a pupil;
- holding or pulling a pupil by the hair or ear;
- holding a pupil face down on the ground.

The majority of staff/schools are likely to rarely have the need to use restrictive physical interventions. Despite this, school policies should provide adequate guidance on the way in which pupils may, when necessary, be restrained.

Any restrictive physical intervention must be consistent with the concept of reasonable force. As noted above, this will be context specific. Key points are that:

- the circumstances must warrant the use of force;
- the degree of force employed must be in proportion to the circumstances of the incident and the minimum to achieve the desired result.

During an incident, communication with the pupil is vital. Ongoing monitoring of the child and maintaining communication with the child throughout an incident should ensure that risks of injury to the child are minimised.

Usually, these principles will be sufficient; however, there may be circumstances where more specific training or guidance on interventions may be required. These include:

- when planning for pupils with known needs whose management may require the use of restrictive physical interventions;
- where key staff take responsibility for any necessary physical interventions and therefore require a higher level of expertise;
- where staff are concerned for their own safety and require guidance on self-protection or disengagement techniques.

Through regular planning and monitoring meetings, the school management team along with the school ALNCo will audit, address and monitor the training needs of any individual staff member.

In an emergency, staff must, at the earliest opportunity, summon assistance by asking another member of staff to go to the nearest senior member of staff and inform them what is happening. Wherever possible, a timian trained member of staff should be called if restrictive physical intervention is necessary

The place of restrictive physical intervention within broader behaviour planning

If, through the school's special needs assessment procedures, it is determined that a restrictive physical intervention is likely to be appropriate to help a pupil make progress, a risk assessment will be carried out following the school's guidelines.

If appropriate, an individual management plan will then be drawn up for that pupil. This plan will aim to reduce the likelihood of the need for restrictive physical intervention as well as describing how such intervention will be carried out. This plan will be discussed with parents/carers.

Before the plan is implemented, any necessary training or guidance will be provided for the staff involved. The headteacher will be responsible for establishing staff needs and for organising necessary training.

What to do after the use of a restrictive physical intervention

After the use of an unplanned restrictive physical intervention, the following steps will be taken:

- details of the incident will be recorded by all adults involved within reasonable time on the attached form and given to the head teacher. A copy will be kept on pupils individual records.
- recording will be completed within 12 hours whenever possible. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- any injuries suffered by those involved will be recorded following normal school procedures.
- the headteacher will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the headteacher will follow the school's children protection procedures and also inform parents/carers.
- parents/carers will be informed by the class teacher or member of senior management team, on the day of the incident. Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.

- support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions. This will be provided by headteacher or other member of senior management.

Following the use of a planned physical intervention, the above steps should be taken but with the modifications below:

- recording arrangements will have been agreed as part of the planning process. Recording must still be done, if possible, within 12 hours of the incident to ensure that it is contemporaneous and serious incidents should still be recorded in an physical restraint form reserved for that purpose.
- parents/carers must be informed in line with the arrangements agreed during planning. For pupils who may be requiring physical support on a more regular basis, it may be appropriate to have an ongoing system of feedback to parents/carers, for example, through a home school diary or weekly contact. All incidents should still be clearly recorded (within 12 hours), however, and where appropriate (for example, if a more serious incident has occurred), immediate feedback given to parents/carers;
- recording systems should be used to analyse patterns of behaviour and so decide whether responses are being effective in managing and improving behaviour and in ensuring that the best interest of pupils and staff are being served;
- the headteacher should report on this information to the Governing Body.

The headteacher will use the records kept to analyse patterns of behaviour and so decide whether responses are being effective. The headteacher will report on this information to the Governing Body annually.

Complaints procedure

Involving parents when an incident occurs with their child, plus a clear policy about physical contact with pupils that staff adhere to, should help to avoid complaints from parents. It will not prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures. DfEE Circular 10/95: Protecting Children From Abuse gives guidance about the latter, and about procedures for dealing with allegations against teachers.

The possibility that a complaint might result in a disciplinary hearing, or a criminal prosecution, or in a civil action brought by a pupil or parent, cannot be ruled out. In those circumstances it would be for the disciplinary panel or the court to decide whether the use and degree of force was reasonable in all the circumstances. In that event, however, the panel, or court, would have regard to the provisions of section 550A. It would also be likely to take account of the school's policy on restraint, whether that had been followed, and the need to prevent injury, damage, or disruption, in considering all the circumstances of the case.

Any complaint will first be considered in the light of the school's child protection procedures, following guidance. If child protection procedures are not appropriate, the school's complaint procedures will be followed.

This policy statement must be complied with by all staff to ensure conformity to current legislation and good practice. This policy statement will be continually evaluated and formally reviewed on a bi-annual basis or in the event of any relevant changes in the law.

Presented to staff _____

Date _____

Signed _____

Presented to Governors _____

Signed _____

Next review _____

Ysgol Borthyn Physical Restraint Form

Date of the incident _____ Time _____

Where the incident occurred _____

Names of the pupil involved _____

Name of the adult involved _____

Names of witnesses _____

Details of what caused the incident:

Steps taken to defuse the incident:

The reason physical intervention was needed:

Details of physical intervention you used:

Details of the pupil's response:

Details of any injuries sustained by the pupil:

Details of injuries to any other pupils or property:

Details of any injuries to yourself:

Completed by _____ Date _____

Received by _____ (Headteacher) Date _____