



Guyhirn Church of England Primary School & Pre-school

Member of the Diocese of Ely Multi Academy Trust

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| This policy was ratified in: | September 2018 |
| Reviewed in: | September 2019 |
| To be reviewed: | September 2020 |

Physical Intervention and Restraint Policy

Our Vision

Agape – To live, to learn, to love together

Through our Christian values we aim to inspire all of our school community to show equality and tolerance to all in a safe, challenging environment.

Developing resilient, aspirational and compassionate individuals who are enthused by all faiths and lifestyles showing faith and belief in one another.

“Live in agreement with one another. Do not be proud but ready to mix with everyone. Do not think yourself better than others.” - Romans 12:16

“An intelligent heart acquires knowledge, and the ear of the wise seeks it out.” - Proverbs 18:15

“Love the Lord your God, and love your neighbour as yourselves.” - Matthew 22:37

Our Values

We are a small, family centered Church of England Primary School that is committed to promoting our Christian values of Thankfulness, Compassion, Creativity, Peace, Hope, Endurance, Forgiveness, Tolerance, Kindness, Respect, Trust and Friendship each linked with the core value of Love.

We are determined to create an inclusive culture of learning where everyone will be challenged in their thinking, to succeed to the best of their abilities and strive to become lifelong learners.

We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world's sustainable future.

Audience

This policy is intended to be read by all staff, parents and carers in order to ensure that Physical intervention is given high priority at Guyhirn Church of England Primary school.

Aims

At Guyhirn Church of England Primary school. 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 and will be logged in the physical intervention log book.

Equal Opportunities At Guyhirn Church of England Primary school.

we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

Safeguarding Statement

Guyhirn Church of England Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The Legal Framework Use of reasonable force (DfE 2013 Section 93 of the Education & Inspections Act 2006 with additions 2011) 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'

Our approach

At Guyhirn Church of England Primary school we aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our "Positive Behaviour" Policy. 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 safety and wellbeing of all pupils. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

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. Teachers (if trained) should apply the training they received in STEPS to de-escalate where possible then use the appropriate holds as practised in the training. We acknowledge that intervention and restraint may be required from staff who are not STEPS trained for the safety of the child and the safety of others. 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
- Use simple and clear language
- 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
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment Interventions can be planned or unplanned and can be described as follows:
 - Planned Interventions are those that are agreed in advance by those working with the pupil / student and described in writing as part of a broader strategy for responding to the pupil's / student's behavioural difficulties
 - Unplanned interventions are those used in emergency situations (i.e. situations which could not reasonably have been anticipated) where the consequences of the intervention are intended to be less severe than those which might have occurred without the use of physical intervention.

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. The head teacher should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be

involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed. Once this has been done the incident must be logged in the physical intervention log situated in the head teacher's office. If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural Pastoral Support Plan, which may include an anger management programme, or other strategies agreed by the SENCO. This may require additional support from, other services.

In some circumstances an Early help assessment may be appropriate to help identify an additional need for a particular child. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

Risk Assessments

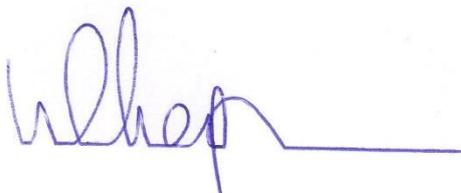
If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- 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 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, 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. Monitoring of this policy The Head teacher will report any physical interventions carried out by staff to the Governing Body at every full Governing Body meeting. Governors will review this policy, along with the head teacher and the senior leadership team as part of the policy review cycle.

This document "Physical Handling and Restraint" policy was approved by Governors in September 2019

Signed:



Lee Chapman
Chair of Governors

26th September 2019