

**Brighter Futures Academy Trust
Field Lane Primary School**

Physical Intervention Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
L. Johnson	July 2013	July 2014
L. Johnson	May 2014	July 2015
V. Dear	November 2015	October 2016
V. Dear	October 2016	October 2017

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If a child has lost all self-control and is either about to attack someone or something or about to run and put themselves in harm physical intervention/restraint may need to be used as a last resort. Because they are so worked up and tense, they will have a great deal of strength and energy, and even small, slight children will be very difficult to manage.

As all the other strategies have failed, and the child has “lost it” then the teacher/carer’s responsibilities are as follows:

to prevent injury/harm to the child themselves

to prevent injury/harm to other children

to prevent injury/harm to themselves

to prevent serious damage to property

For the Purposes of this Policy Document

- reasonable force is defined as using no more force than is needed in the circumstances
- physical restraint is defined as the positive application of force in order to protect/prevent a pupil from causing injury to themselves or others or seriously damaging property. It is necessary in more extreme cases, for example to stop a physical fight. Physical restraint can only be undertaken by appropriately trained staff.
- Injury means ‘significant injury’; this would include actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others, by wilful or reckless behaviour, and self - poisoning.

Who can use Reasonable Force?

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school.
- 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.

When can Reasonable Force be used?

Reasonable force can be used

- to prevent pupils from hurting themselves or others, from damaging property, or from causing

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- to control pupils or to restrain them where they are putting themselves or other at risk
- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a pupil behaving in a way that seriously disrupts a school event or a school trip or

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- to 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;
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the

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- to restrain a pupil at risk of harming themselves through physical outbursts

Decision-making

The adult must be prepared to make judgements and act according to the need:

- do something quickly
- prevent risk to people and property
- send for further adult assistance and where possible appropriately trained adults

It is always helpful to have other staff to be a witness to the circumstances, and to help if required.

Procedures

Child should be warned that intervention/restraint will be needed before it is carried out.

It should be the least physically demanding level of intervention/restraint, as is required to control the child.

It should not put the child at risk of more physical harm (e.g. choking with strangle holds, breaking fingers or arm when hands or arms are twisted etc.).

As soon as it is safe, any restraint should be relaxed.

The wellbeing of the child needs to be monitored and medical needs taken into account during any restraint.

Throughout a period of restraint staff will seek to verbally reassure a child and explain verbally to them what is happening as is appropriate e.g. we are going to stay in this room, we are going to remove your shoes

Other colleagues should be called to assist/witness the restraint being taken.

In extreme circumstances external agencies may need to be contacted.

Restraint should not be used to make the child comply, where there is no risk to others or property.

The whole incident should be discussed with a manager and recorded, and the outcome shared with the child's parents.

Following a situation where a child has been restrained the incident will NOT be discussed further with them until a later time, this may be the next day or even later to avoid increasing the child's arousal and returning to the highly stressed state and re-triggering a situation.

On another day you may choose to discuss what had initiated the increase in stress/anxiety leading to the situation and loss of control. This will be done in an appropriate place away from other pupils with a member of the SLT or the Learning Mentor.

Adults having to use physical intervention or restraint can often experience a stress reaction and need to talk to others about these feelings to their colleagues and or managers and may need releasing from their duties for a while. Pupils witnessing the event may also experience this and will also be given time to talk and support from staff as appropriate so they feel reassured.

Staff and children involved will be asked to write down what occurred, or asked to say what occurred with a member of staff acting as a scribe, these statements will be written in pen, signed and dated and all passed to the Head of School to inform further appropriate actions. These will be discussed with parents, statements will be added to CPOMS and a copy of the physical intervention record scanned and added to the system.

Appendix 1 – Physical Restraint/Intervention Recording sheet

Dissemination and Review

This policy has been written using advice taken from Use of Reasonable Force, Advice for Head teachers, staff and Governing Bodies DfE 2013 The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND). Equality Act 2010, SEN and Disability Code of Practice 0-25 years 2014.

This policy, once approved by the Local Governing Body, will be reviewed annually.

This policy should be read in conjunction with the P.S.H.E., Science and Safeguarding policies.

**Physical Restraint Record
(appendix 1)**

Name of Pupil:	Date, Location and Time:
Reason for Physical Intervention:	
Description of Intervention Used:	
Person/s Intervening:	
Witnesses:	
Description of what witnesses saw:	
Discussed with parent/carer and subsequent action taken:	
Signed/dated (staff member/s):	
Signed/dated (parent/carer):	