

## **The Use of Restraint and Physical Intervention**

### **Introduction**

Steiner Academy Bristol aims to offer a welcoming, secure and safe environment in which the children flourish. In this environment the use of some form of physical intervention is unlikely. However, this Policy applies in the event that the safety of a child or member of staff needs to be secured or there is a risk of serious damage to property.

**Physical intervention is always the last resort**

**It is mandatory for schools to report and record any such incidents**

This Policy should be read in conjunction with

- DfE non-statutory advice 'Use of reasonable force: advice for headteachers, staff and governing bodies July 2013
- DfE Behaviour and discipline in schools January 2016
- DfE Searching, screening and confiscation January 2018

This Policy links to other SAB policies

- Behaviour
- Safeguarding and Child Protection
- Staff Code of Conduct
- Disciplinary
- Special Educational Needs
- Complaints
- Whistleblowing
- Pupil Voice
- Health and Safety Policy

SAB encourages pupils to make positive behaviour choices. However pupils sometimes do make the wrong choices. On **rare** occasions this may result in a situation that requires some form of physical intervention by staff.

Our Restraint and Physical intervention Policy is based upon the following principles:

- Physical intervention is used only as a last resort when other appropriate strategies have failed.
- Any physical contact is only the minimum required.
- Physical intervention is used in ways that maintain the safety and dignity of all concerned.
- Incidents are recorded and reported to the Principal.
- Parents are informed of each incident.

## **1. Aims**

The aim of this policy is for the staff, children, volunteers and helpers of the Academy to be physically safe and secure in the Academy environment. This policy will give clear guidelines for the use of positive handling of children by staff.

## **2. General introduction**

2.1 Good behaviour and self-discipline are actively and positively fostered at Steiner Academy Bristol and as such are the primary tools in managing behaviour.

2.2 Positive handling of pupils must be seen within the context of the behaviour and discipline policies of the Academy.

2.3 Physical positive handling is an extremely rare occurrence at the Academy and therefore not a situation that staff members are likely to encounter with any regularity.

2.4 This Policy falls within Section 93 of the Education and Inspections Act 2006

2.5 The power to use reasonable restraint applies to all members of staff and any other adult authorised temporarily by the Principal eg a volunteer supporting a school visit

2.6 Parental consent for the use of restraint is not required

2.7 Separate advice will be prepared for all staff where a pupil's SEND or medical needs require additional and particular care in terms of positive handling or the possible use of restraint

2.8 Unless there is a critical and immediate danger, staff will tell the pupil to stop misbehaving and what will happen if they do not. This will be done calmly and firmly

2.9 Staff may at times give appropriate reassurance, especially with younger pupils, where they judge it would be beneficial for the pupil. NB It is not illegal to touch a pupil. There are occasions when physical contact, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during Games/Movement/Eurythmy lessons or sports coaching
- To give first aid.

### **3. Avoidance of physical intervention**

Strategies for avoidance of behaviour which may require physical intervention include:

- Using the Academy Behaviour Policies
- An individual Behaviour Management plan or report book
- Liaison with parents
- Informing staff of concerns about behaviour of a pupil that may become problematic and of any strategies that should be used at the appropriate teachers' or staff meeting
- Consistency of approach by staff towards pupils

#### 4. De-escalation

Positive handling should only be used when all other strategies have been exhausted. Staff should always attempt to de-escalate the situation by for example:

- Appropriate use of reframing talk and humour
- Distraction- talk about/do something else to divert attention onto a more positive path
- Eye contact with positive and calming facial expression
- Clearly and calmly reiterating the expectations of all concerned and the likely consequences if behaviour deteriorates further
- Adjustment of body position to ensure minimum threat to pupil and maximum safety for all concerned: generally a sideways stance and being on the same level as the child
- Appropriate staged verbal instruction and final warning e.g. I am very worried that your behaviour is not safe- Let's sort this out- what's happening? Think about what you are doing- is it safe for yourself and other people? If you carry on in this way I will need to... Stop now.
- Seeking help from other staff to diffuse the situation

#### 5. Schools can use reasonable force to:

- remove a child from the classroom where they are causing serious disruption and have refused persistently to follow instructions to leave;
- prevent a pupil behaving in a way that causes serious disruption to a school event or a school trip or visit;
- prevent a pupil leaving the classroom or school premises where allowing the pupil to leave would put their safety at serious risk;
- prevent a pupil from attacking another pupil or a member of staff, or to stop a fight;
- prevent a pupil from harming themselves;
- prevent a pupil causing serious damage to property which could result in harm to themselves or others.

**Reasonable force can never be used as a punishment.**

**This is unlawful**

## 6. It is not illegal to touch a pupil

There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- when comforting a distressed pupil;
- when a pupil is being congratulated or praised;
- to demonstrate how to use a musical instrument;
- to demonstrate exercises or techniques during PE lessons or sports coaching; and
- to give first aid.

## 7. Methods of restraint and physical intervention

Degree of force must be **reasonable, proportionate and necessary** to the seriousness of the behaviour or the consequences it is intended to prevent and must be appropriate considering the age and understanding of the pupil concerned. It should be the minimum necessary to achieve the desired results.

Examples:

- Blocking a pupil's path
- Physically interposing between pupils
- Caring C's (Team Teach)
- Holding (Team Teach wrap)
- A young child may need to be escorted to another space

Continue to try to calm the situation by communicating and making it clear that the contact will stop as soon as it is no longer necessary.

## 8. Non-permissible methods of positive handling

The following are not permissible:

- Holding around neck, by collar or in such a way as might restrict breathing
- Slapping, punching or kicking
- Twisting or forcing limbs against a joint
- Tripping up
- Pulling or pushing
- Holding or pulling by hair or ear
- Holding a pupil face down on the ground
- Holding in a way that might be considered indecent
- Using the threat of violence
- Holding pupils by a joint (non-pain compliance)

## 9. Post incident support, monitoring and review

9.1 All incidents of positive handling, or accusations of physical intervention, should be reported to the DSL and to the Principal immediately, on CPOMs and the Incident Reporting form (see appendix), **which must be completed in full immediately.**

9.2 Witnesses will also be interviewed.

9.3 Parents must be notified immediately.

9.4 There must be a post incident review with the pupil as soon as is judged likely to be effective, this can include a risk assessment to reduce the risk of future handling.

9.5 The staff member will be de-briefed and given support.

9.6 Implications for this policy to be considered as a part of the outcome.

9.7 The Academy has a duty of care to secure the health and safety of its staff and pupils and therefore exclusion may result from such a situation.

9.8 Following any recorded incident of handling, the Principal will review the need for further training of staff and organize this accordingly.

## 10. Early Years procedure

10.1 Whenever a teacher or assistant is met with a situation where they need to consider holding a child, they should first attempt distraction techniques and give verbal signals that are repetitive and familiar and that generally hold the group; e.g. 'hands are for work and play; kind hands in the kindergarten; running feet are for outside', etc.

10.2 If the child does not modify their behaviour as a response to these usual signals and needs to be escorted or held, the member of staff will

- Adopt a calm and measured approach
- Attempt the caring C's escort to take the child into another space and allow them the freedom to have a tantrum, scream, cry or speak out

If this is not possible

- Attempt to hold the child using Team Teach T- Wrap

10.3 If the child is striking out (e.g.: hitting, scratching, biting, kicking, or pulling hair) at a teacher or another child, they may need positive handling (Team Teach T Wrap) until they can be removed from the situation.

10.4 A child may be held (restrained) under the following circumstances:

- Where a pupil is causing or is highly likely to cause injury to themselves or to another person (child or adult)
- Where a pupil is causing serious damage to property that could result in injury to themselves or others.
- Where a pupil's behaviour is causing significant harm (emotional) to other children
- Where a child is running out of the building or the Academy grounds

10.5 No action will be taken which might cause an injury.

10.6 Staff should avoid holding or touching a pupil in an inappropriate way.

10.7 In an emergency, any member of staff would be entitled to intervene.

10.8 Teachers will always try to use other strategies and techniques to deal with difficult situations. In a non-urgent situation positive handling will only be used when all other strategies have failed.

10.9 Reporting is the same as for the main school.

## 11. Power to search pupils without consent

In addition to the general power to use appropriate physical interventions, the Principal and designated staff can use such force as is necessary and reasonable to conduct a search for prohibited items as identified in the Education Act 1996:

knives and weapon, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, any item that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property.

This power does not apply to other items that SAB has banned under its own rules where force cannot be used.

## 12. Training

The Principal is responsible for ensuring that all staff receive training in the appropriate use of physical interventions and that such training is kept up to date. Designated staff should be provided with training by external experts and then supported in cascading this to staff and governors.

Such training should cover:

- effective de-escalation techniques
- understanding the legal framework and the duties and expectations placed on schools
- safe intervention techniques
- supporting pupils with particular needs such as SEND, a medical need that requires physical contact, a victim of domestic violence etc
- recording and reporting
- when Safeguarding guidelines need to be applied

## 13. COMPLAINTS AND ALLEGATIONS

This Restraint and Physical Intervention Policy **must** be adhered to by all staff and shared with parents. It's application should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation under our Complaints Procedure.

If following preliminary investigations it is deemed necessary, the Principal will contact the LADO in line with our Safeguarding and Child Protection Policy and Procedures.

APPENDICES

Appendix 1: Background

Appendix 2: Do’s and Don’ts

Appendix 3: Restraint Recording Form

Appendix 4: Sample letter to parents following an incident:

**Document Control**

Designated Governor (role)	tbc
Designated Staff member	Principal
Governor Committee	FGB
Date Approved by Governors	May 2018
Review by Academy Management Committee	January 2019

Until further notice the Principal will make a termly report to the AMC and the governing body of the recordable incidents and, if necessary, amendments to this Policy will be made.

Whilst the scheduled review date is July 2020, the Policy will be reviewed should there be changes to the legislation or revised official guidance.

This Policy is available on the SAB website.

Parents/carers were informed that the Policy had been revised and up dated on 13<sup>th</sup> February 2019 and reminded how to access it.

It forms part of the induction pack for new staff.

### **Ofsted School Report (26-27 November 2018)**

- Safeguarding is not effective. Pupils are exposed to avoidable risk of harm. Physical intervention is used unnecessarily.

What does the school need to do to improve further?

- Secure the safety and welfare of pupils across the school by ensuring that:
  - all staff receive support in effective behavior management and clear guidance and training in the use of physical intervention
  - staff take appropriate steps to minimize risk of harm to pupils, including ensuring that they are supervised effectively at all times.
- Leaders have not ensured that all staff have undertaken up-to-date training in the safe use of physical intervention techniques. As a result, there have been instances of staff making an inappropriate physical intervention with limited understanding of safe techniques or the possibility of injuring a child. These interventions are not always recorded. Records that do exist are of poor quality and do not capture the necessary details.

In an outstanding school:

- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.

Education inspection framework

Draft for consultation – January 2019

- The provider has a culture of safeguarding that facilitates effective arrangements to: identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.

DO	DON'T
Summon help / involve another member of staff if possible	Try to manage on your own
Continue to talk to the pupil in a calm way	Stop talking even if the pupil does not reply
Use simple and clear language	Act in temper
Warn the pupil clearly prior to any physical contact.	Allow a prolonged verbal exchange with the pupil
Tell the pupil what they must do for them to remove any physical contact (this may need frequent repetition)	Involve other pupils in the restraint
Use the minimum force necessary	Use physical restraint or intervention as a punishment
Relax the restraint in response to the pupil's compliance	Touch or hold the pupil in a way that could be viewed as sexually inappropriate contact
Be aware of any feelings of anger/frustration- let other staff deal with the situation in this circumstance	Twist or force limbs back against a joint
Hold limbs above a major joint if possible e.g. above the elbow	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 the seated double embrace
	Use the double basket hold
	Use the nose distraction technique



## Appendix 2: Restraint Recording Form



### Restraint Recording Form

RECORD OF PHYSICAL HANDLING / RESTRAINT AND PHYSICAL INTERVENTION		
Child's / Young Person's Name:		Date:
Is a Behaviour Support plan in place?		Yes/No Date of last review
Time:	Location of incident:	Report compiled by:  <b>Signature(s):</b>
ANTECEDENTS (events leading up to the incident):          		

BEHAVIOUR (how did the pupil respond, describe what actually happened):

CONSEQUENCES (how did staff intervene, how did the pupil respond, how was the situation resolved):

NAMES OF THOSE INVOLVED (staff and pupils):

NAMES OF WITNESSES (staff and pupils):

WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS? (tick below):

verbal advice and support   
 reassurance   
 calm talking/stance   
 time out directed   
 time out offered

choices/limits/consequences   
 distraction   
 planned ignoring   
 take up time   
 negotiation

humour   
 contingent touch   
 transfer adult   
 success reminder   
 other (pls specify)

WHY WAS THE DECISION MADE TO USE POSITIVE HANDLING?

To prevent child / young person from causing injury to him/herself?

To prevent child / young person from causing injury to others?

To prevent child / young person from causing damage to property that could result in harm to themselves or others?

To prevent child /young person from causing serious disruption/emotional harm?

To prevent child / young person from running away?

Other? (Please specify)

DESCRIPTION OF PHYSICAL RESTRAINT USED: (Please include approx. time span of any holds)

CHILD'S VIEWS

Report read and discussed with child Yes  No

Child / young person agrees with content Yes  No

Child's comments:

Signature:

Did the child / young person suffer any injuries as a result of this incident?

Injury location and description:

Did staff or others suffer any injuries as a result of this incident? Injury location and description:

POST-INCIDENT INFORMATION

Was any post-incident support offered and given to the child / young person?

- a) De-brief with adult [ ]
- b) Other (please specify) [ ]
- c) Offer declined by child / young person [ ]

Was any post-incident support requested by and given to member of staff / other adult?

- a) De-brief with colleague [ ]
- b) De-brief with Principal [ ]
- c) Occupational Health Counselling [ ]
- d) Not requested [ ]

PARENT(S) VIEWS: Meeting with parents took place on .....

Signature(s)

Action taken as a result of this incident?

DETAILS OF TRAINING COMMISSIONED AND PROVIDED AS A RESULT OF THE INCIDENT

POST-INCIDENT INFORMATION

Was any post-incident support offered and given to the child / young person?

- a) De-brief with adult [ ]
- b) Other (please specify) [ ]
- c) Offer declined by child / young person [ ]

Was any post-incident support requested by and given to member of staff / other adult?

- a) De-brief with colleague [ ]
- b) De-brief with Principal [ ]
- c) Occupational Health Counselling [ ]
- d) Not requested [ ]

DETAILS OF TRAINING COMMISSIONED AND PROVIDED AS A RESULT OF THE INCIDENT

PARENT(S) VIEWS:

Signature(s)



### Appendix 3: sample letter to parents

Dear

I would like to inform you that ----- was involved in an incident today and needed physical intervention to manage the situation.

I would like to invite you into school to discuss the incident. This might include writing / revising a Behaviour Plan or risk assessment, in case further intervention is needed in the future.

Please get in touch with me as soon as possible so that this may be arranged.  
Yours sincerely,

Sophie Barlow (SENDCo)