Use of Restrictive Physical Interventions Policy

This policy is based on guidance issued jointly by the DfE, Department of Health and Keeping Children Safe in Education.

Ethical and Legal Considerations

The decision to use a restrictive physical intervention must take account of the circumstances and be based upon an assessment of the risks associated with the intervention compared with the risks of not employing a restrictive physical intervention.

A restrictive physical intervention must also only employ a reasonable amount of force - that is the minimum force needed to avert injury or damage to property or to prevent a breakdown of discipline - applied for the shortest period of time.

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm he or she might cause.

The techniques deployed should be those with which the staff involved are familiar and able to use safely and are described in the individual pupil’s Positive Handling Plan.

The use of force is likely to be *legally defensible* when it is required to prevent:

- self-harming;
- injury to other pupils, staff or others;
- damage to property;
- an offence being committed;
- any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

Restrictive physical interventions should always be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern and others affected by the behaviour requiring intervention.

Where planned physical intervention strategies are in place, they should be one component of a broader approach to behaviour management as set out in an individual behaviour passport and, in general terms, in the school policy on *Behaviour and Discipline*.

Prevention and De-escalation

The use of restrictive physical interventions should be minimised by the adoption of *preventative strategies*.

Preventative and de-escalation strategies include:

- ensuring that the number of staff deployed and their level of competence corresponds to the needs of the pupils and the likelihood that physical interventions will be needed;
- helping pupils to avoid situations which are known to provoke violent or aggressive behaviour;
- Individual Behaviour Passports, which are responsive to individual needs and include current information on their Individual Risk Assessment;
Creating opportunities for pupils to engage in meaningful activities which include opportunities for choice and a sense of achievement;

- developing staff expertise in working with pupils who present challenging behaviours;
- talking to pupils and those with parental responsibility about the way in which they prefer to be managed when they pose a significant risk to themselves or others;
- recognising the early stages of a behavioural sequence that is likely to develop into violence or aggression;
- employing 'de-escalation' techniques to avert any further escalation.

**Proactive use of restrictive physical interventions**

In most circumstances, restrictive physical interventions will be used reactively.

Where there is clear documented evidence that particular sequences of behaviour rapidly escalate into serious violence, the use of a restrictive physical intervention at an early stage in the sequence may, potentially, be justified.

It is important to establish in a written Individual Behaviour Passport and Positive Handling Plan a clear rationale for the use of the restrictive physical intervention and to have this endorsed by at a meeting which includes the school team and, wherever possible, those with parental responsibility.

**Emergency Use of Strategies**

It is recognised that unplanned or emergency intervention may be necessary when a pupil behaves in an unexpected way. 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, to prevent a pupil engaging in any behaviour prejudicial to the maintenance of good order and discipline in the school or among any of its pupils.

In such circumstances, members of staff retain their duty of care to the pupil and any response must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the Team-Teach training they have received.

Effective risk assessment together with well-planned preventative strategies will help to keep emergency use of restrictive physical interventions to an absolute minimum.

**Liaison with parents/carers and other agencies**

Communication with parents/carers is essential when a pupil’s behaviour requires consistent management. The standard home/school planner is not the best medium to raise concerns or report incidents. Staff will try to communicate by telephone or sealed letter. Parents/carers should be informed following the use of any physical restraint on a pupil and a record should be completed and recorded on CPOMs.
Staff Training

All staff require induction training before being required to work with people who present challenging behaviours. All staff will be given additional, more specialised Team-Teach training in a 12-hour course.

The nature and extent of the training will depend upon the characteristics of the pupils who may require a physical intervention, the behaviours they present and the responsibilities of individual members of staff.

Staff should normally only use Team-Teach methods of restrictive physical intervention for which they have received training. Specific techniques should be closely matched to the characteristics of individual pupils.

It is not appropriate for staff to modify the Team-Teach techniques they have been taught.

All staff will receive updates and refresher courses at least once every three years.

Normally, only staff who have received Team Teach training should use restrictive physical interventions. However, in an emergency the use of force by any person (trained or untrained) can be justified if it is the only way to prevent injury or to prevent an offence being committed.

Reviewed: May 2017

Signed:

Date: