



RESTRICTIVE PHYSICAL INTERVENTION

A Statement of Policy

Statement

We are committed to ensuring that our school is a community based on:

- Honesty, integrity, fairness and openness in our dealings with others;
- Accepting responsibility for ourselves, our actions and our environment;
- Respecting the right of others to learn;
- Treating one another with courtesy and respect, caring for and supporting each member of our school community;
- Striving to be the best as we can be, demonstrating perseverance and resilience.

Aim

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. S/he will ensure that any necessary training/awareness-raising takes place so that staff know their responsibilities.

Definition

Physical touch

The staff at Wolgarston High School believe that physical touch 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 touch/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 (eg. To access the curriculum or to improve social relationships);
- Take account of gender issues.

At our school, the Special Educational Needs Co-ordinator is responsible for ensuring that relevant staff are aware of any pupil who finds physical touch unwelcome. Such sensitivity may arise from the pupil's cultural background, personal history, age etc.

Guidelines

What do we mean by 'physical intervention'?

It is helpful to distinguish between:

Definition	Example	
Non-restrictive physical interventions. (As already stated touch/physical contact is a small but important part of teacher-pupil relationships in our school).	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.	For example: <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
Restrictive physical interventions	Prevent, impede or restrict movement or mobility. Restraint. To use force to direct.	For example: <ul style="list-style-type: none"> • Isolating a child in a room • Holding a pupil • Blocking a person's path • Interpositioning • Pushing/pulling

And between:

Emergency/unplanned interventions	Occur in response to unforeseen events
Planned interventions	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

Guidelines

When is restrictive physical intervention permissible at Wolgarston High School?

Restrictive physical intervention is rarely used at Wolgarston High School. However, it will be necessary when its aim is to prevent a pupil injuring themselves or others (For example, pupils playing in a dangerously rough manner) or to prevent them damaging their own or others' property (For example, pupils throwing a heavy object at/near to expensive computer equipment). [Section 550A, DFES Circular 10/98].

Section 550A also allows the use of force 'to prevent a pupil from engaging in any behaviour prejudicial to maintaining good order and discipline.....'

Guidelines (cont'd)

Risk assessment

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy. It is avoided whenever possible and will not be used for staff convenience.

Restrictive physical intervention will *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Physical intervention will never be used to punish or cause pain, injury or humiliation.

Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

Who may use restrictive physical interventions?

In this school all teachers and teaching assistants are authorised. In addition, a list will be attached to this policy of non-teaching support staff who are also authorised. The headteacher will ensure that those on this list are aware and understand what is involved. The headteacher will review this list *termly* to ensure that it is up to date.

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 Wolgarston High School 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;

During an incident the member of staff involved will tell the pupil that his or her behaviour may be leading to restraint. This will not be used or said in a way that could inflame the situation. Staff will not act out of anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupils at all times.

In an emergency, staff must summon assistance by contacting Family and Student Services.

Guidelines (cont'd)

The place of restrictive physical intervention within broader behavioural 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; medical colleagues will be consulted.

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.

Procedures

What to do after the use of physical intervention

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

- Staff involved will be offered respite from duties to allow them to recover.
- Details of the incident will be recorded by all adults involved as soon as possible after the event.
- 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.
- Parents/carers will be informed by a member of the senior team on the day of the incident. They will be offered the opportunity to discuss any concerns that they may have regarding the 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 a member of the senior team.

Arrangements for recording and informing parents in the case of a planned restrictive intervention will be followed as agreed beforehand but broadly will follow the same pattern as above.

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

If a complaint is received then the school's complaint procedures will be followed.

Commitment

As a school we are committed to making continuous improvement in all aspects of school life. This statement of policy is dynamic in that it is subject to monitoring, evaluation and modification.

Responsibilities

Ultimate responsibility for this policy's introduction and implementation lies with the Head Teacher in consultation with the Governing Body. It is important to recognise that all staff, students and parents/carers have an active part to play in the evolution, development and maintenance of this policy.

Date adopted by Governing Body: 16 March 2009

Frequency of Review: Annual Next Review: March 2010

Location: *H:\Policies\WHS Policy Restrictive Physical Intervention (Written Jun 08).doc 2008).doc*

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AUTHORISATION LIST

Below is a list of non-teaching support staff who are authorised by the Headteacher to use restrictive physical interventions in line with the school's Restrictive Intervention Policy:

Mrs J Ablewhite

Mrs K Barrett

Mr J Cushing

Mrs R Mulcahy

Mrs S Neale

Mrs D Nield

Mrs S Wynn

The headteacher will ensure that those on this list are aware and understand what is involved. The headteacher will review this list *termly* to ensure that it is up to date.