

Surrey Hills All Saints Primary School



Touch and the Use of Restrictive Physical Intervention Policy

SHAS is committed to safeguarding and promoting the well-being of all our children, and expects our staff and volunteers to share this commitment.

Nominated Lead Member of Staff	Headteacher
Policy Adopted by:	Local Committee
Status and Review Cycle:	Every 2 years
Next Review	June 2024

Objectives

This school endeavours to ensure that all children are safe and that all aspects of the 'every child matters' agenda are addressed. The main objective of this policy is to ensure all staff, parents and children or young persons are aware of the procedures and practice that will be carried out to ensure that this is the case at the school. This policy links with the school's behaviour and discipline policy, anti-bullying policy and special educational needs policy. It is intended to ensure that it will prevent serious breaches of school discipline and prevent injury to individuals or serious damage to property.

In order to minimise the need to use force or restrain a child or young person our staff will strive to:

- create a calm environment that minimises the risk of incidents that might require using
- force and apply school rules consistently and fairly
- develop an effective relationship between staff and a child or young person that is central
- to good order
- ensure all supervision of children is carried out in a consistent manner so children and staff
- are comfortable within the setting
- use relevant materials to teach children how to manage conflicting and strong feelings
- ensure all staff have appropriate instructions and training to enable them to be effective in their various roles in and out of the classroom.
- ensure that handling plans will be put in place and training given to ensure staff are equipped to deal with individual children or young persons who have been identified.
- Whenever possible, warn a child that force may have to be used before using it.

Responsibilities

It is the headteacher's duty to ensure all staff are aware of their statutory powers to use force and/or restrain a child or young person. As part of the induction process into school the headteacher will inform staff if they have the powers to restrain, and who they can turn to if they are in a situation with a child or young person that may be causing concern.

The headteacher and Inclusion Leader will organise positive touch training for staff who are working with risk assessed children. Only staff who are trained are authorised to carry out planned interventions.

When and where to use restraint

The judgement on whether to use force and what force to use should always depend on the circumstances that staff find themselves in. Time in these circumstances is often short with little time for reflection. Nevertheless, staff need to make the clearest possible judgements. Staff will need to decide the seriousness of the incident and the injury, disorder or damage that could occur if force is not used. The chances of achieving a desired outcome by other means and the risks associated with physical intervention compared with using other strategies. Staff will have been made aware of any significant children or young person's i.e. those on SEND/Child Protection Registers and in any extreme cases where there is a need to engage the police to avoid danger to themselves and others.

If a member of staff decides that the use of force is appropriate and an action of last resort then they should always:

- advise giving a warning to the child or young person that a physical intervention may have to be used.

- suggest how the child is to be handled ensuring that no form of restraint is used that could constrict breathing. Appropriate means are passive physical contact such as standing between children or blocking a child's path, leading a child by the hand or arm, ushering a child away by placing a hand in the centre of the back or in more extreme circumstances using appropriate restrictive methods that a member of staff has been trained to perform.
- try to ensure that they do not use force unless or until another responsible adult is present to support, observe or call for assistance.

Examples of situations that particularly call for judgements of this kind include where:

- a child attacks a member of staff or other child
- children are fighting, causing risk or injury to themselves or others
- a child is causing or on the verge of committing deliberate damage to property
- a child is causing or is at risk of causing injury or damage by rough play or use of an object
- a child absconds from a class or leaves school at an unauthorised time.
- a child persistently refuses to follow an instruction to leave a classroom.
- a child is behaving in a way that seriously disrupts a lesson, a school event or school visit.

In these examples use of force would be reasonable (and therefore lawful) if it is clear the behaviour is dangerous and the situation could not be resolved in any other way. Account must be taken of the individual needs of the child and their understanding of the situation.

Recording of Incidents

A Record of Physical Intervention form will be completed by all staff engaged in any incident where handling has taken place. The record sheets will be kept centrally in the Inclusion Leader's office. Once completed they must be passed to the headteacher. They must be completed once the situation has been dealt with to ensure accuracy and that it is a true and honest report. The SLT will inform the parents of the child by phone followed by a letter, including a copy of the report and if necessary arrange to meet them. The report will then be uploaded onto CPOMS.

All accident, incident or near miss reports must be recorded. Surrey schools can access the SCC on line health and safety event reporting portal surreycc.oshens.com

Following any incidents where force has been appropriate the headteacher will make arrangements to support the staff and children as these can be upsetting times.

First aid will be administered by a trained first aider and emotional support will be provided as required.

Staff will discuss the situation within two days with the headteacher to see if all procedures were followed.

Complaints Procedures

The school has a clear complaints procedure and any complaints would be received in the first instance by the headteacher. If matters were not resolved, then the complainant would take the matter to the Local Governing Committee (LGC). Parents wishing to make a complaint will be issued with the guidance booklet detailing the procedures.

Caring Touch

There may be circumstances when physical contact is appropriate and recovery other than that covered by Section 93 of the Education Inspection Act of 2006 i.e.:

- Contact in PE demonstrating technique or exercises
- Administering first aid
- Congratulating a child or young person, e.g. a handshake, high five or gentle tap on the back.
- Where a child is in distress and needs comforting. This does not include picking children up and there would never normally be a circumstance where it is appropriate for a member of staff to do this. Sitting children on an adult's lap should also be avoided.
- Young children and those with SEN may need staff to provide physical prompts or help.
- In all these cases teachers must use their own professional judgement when they feel a child or young person needs this kind of support, which should always respect the wishes of the individual.

To use touch/physical support successfully, staff will adhere to the following principles. It must:

- be non-abusive, with no intention to cause pain, injury or use power,
- be in the best interests of the child and others,
- have a clear supportive purpose for the pupil/young person,
- take account of gender and cultural issues,
- take account of specific known historical experiences of the young person,
- be within the principles of the law.

Some pupils/young people may find physical touch unwelcome and this right must be respected. Such sensitivity may arise from the pupil/young person's cultural background, individual needs, personal history, age etc. At our school the Inclusion Leader is responsible for ensuring that relevant staff are aware of any pupil who finds physical touch unwelcome, where this is known.

Procedures for the use of restrictive interventions by staff

This procedure supports the application of the Surrey County Council policy and guidance on the use of Restrictive Physical Intervention. All staff should study the policy statement carefully.

1. The person responsible for authorising staff to use restrictive physical intervention within this school is the Headteacher.
2. Copies of all individual pupil risk assessments are held on the staff drive and are reviewed termly alongside the Response Plan.
3. The person responsible for ensuring that all planned use of restrictive physical intervention is risk assessed is the Inclusion lead.
4. Training records are held by the School Business Manager.
5. Those not involved in risk assessment but whose roles include the supervision of children may use reasonable force in an emergency unplanned intervention where it is necessary.
6. Every use of restrictive physical intervention is to be reported immediately to the Headteacher

or the Inclusion Lead if the Headteacher is off-site. The Headteacher will ensure that the parent of the child who has had force used against them is notified.

7. In addition, the details of each use of physical intervention must be recorded on the Record of Physical Intervention Form. The person leading the planned or unplanned intervention must complete this form on the same day as the incident. The Headteacher will review every use of physical intervention.

This policy will be monitored by the school and governors and will be reviewed on a regular basis. The Head teacher and staff will review the schools use of force strategy following any incidents and make any relevant changes to the policy.

Policy source: Surrey CC (Vulnerable Learners team) Touch and the use of restrictive physical intervention when working with children and young people (September 2019). From Surrey CC website.

Appendix 1:

Staff Checklist

DO

- Know the procedures set out in the school's Policy and Guidelines on physical intervention.
- Discuss these with a senior member of staff if you are unsure of any point.
- Remember your professional obligations to all children or young people in your care.
- Be aware of the history of children or young people who have been physically restrained.
- Avoid being isolated with any child or young person wherever practicable.
- Send for adult help early if a situation begins to get out of hand.
- Stay calm and do not over-react. Assess the situation before acting.
- Use minimum intervention for minimum time;
- Report an incident of physical intervention to the Headteacher or a senior member of staff as soon as practicable and complete a Physical Intervention report form
- Consult your professional association or Trade Union if you have any concerns.

DO NOT

- Attempt to restrain a child or young person who obviously carries a "weapon";
- Physically restrain a child or young person in anger or when you have lost your temper;
- Allow the situation to get out of control;
- Use excessive force or use restraint as a punishment
- Place yourself at risk of false allegation.

Approaches to Consider

It is important to remember that the manner in which a situation is approached might make the use of physical intervention unnecessary.

It will help to:

- Move calmly and confidently and seek assistance.
- Relate to the age, language levels and understanding of the child or young person;
- Explain the consequences of refusing to stop, (in terms of safety, not sanctions)
- Make simple, clear statements to the child or young person in a quiet, firm, assured tone.
- Reduce physical threat by allowing the child or young person space, e.g. backing off;
- Talk to the child or young person offering reassurance, purpose and security
- Keep the child or young person in your sight at all times
- Allow the child or young person to save face;
- Judge the risk of increasing disruption as a consequence of physical intervention;
- Remove others from the situation.

It will not be helpful to:

- Give complex advice or instructions;
- Speak quickly and loudly;
- Trap a child or young person or stand too close;
- Attempt to reason by asking questions;
- Consider physical intervention to enforce compliance of an older or physically large child or young person, or when others present may be at risk of injury.

Other children or young people should never be involved in intervention.



CONFIDENTIAL

Record of Physical Intervention

Date of Incident:	
Name of School:	

1. Names of those Involved: Staff: Pupil(s):	Others:
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2. Time of Incident: Location:

3. Events leading up to physical intervention, (including the trigger factors and the de-escalation strategies used?)
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4. Account of actual incident (include details of actions, method of restraint, words used, witnesses, etc)
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5. Outcome/resolution of incident:

6. Follow up actions (advice to carers, support for staff and pupils involved etc):

7. Names of witnesses and attached witness accounts (signed by witness):

8. Record of any injury/damage to property:

9. When and how those with Parental Responsibility were informed:

10. Has any complaint been logged YES/NO

**Report
completed by.....**

Signed.....
...

Position.....

Date

**Report
checked by.....**

Signed.....

Position.....
...

Date

