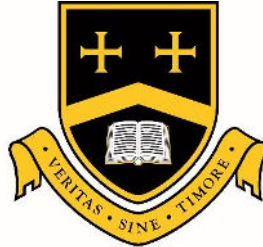
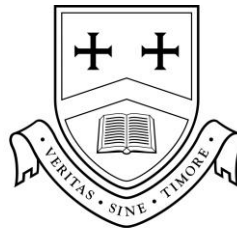


# Restrictive Physical Intervention Policy



CATERHAM  
SCHOOL



CATERHAM  
PREP

Policy Author:

Daniel Gabriele, Principal Deputy Head

Rebecca Moore, Prep Deputy Head

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## Introduction

The school is committed to ensuring the safety and wellbeing of all staff and pupils. The guidelines that follow are written to support staff in ensuring that pupils who exhibit challenging behaviour are presented with opportunities to behave appropriately through:

- Positive behaviour management
- Conflict resolution strategies
- Calming strategies
- Anger management solutions

## Definitions

Restrictive physical intervention or physical restraint is the positive application of force in order to protect/prevent a pupil from causing injury to him/herself or others or seriously damaging property. Injury means 'significant injury' - this would include actual or grievous bodily harm, physical or sexual abuse, risking life, or injury to themselves or others, by wilful or reckless behaviour. It is essential that all staff regard physical restraint as a last resort to support pupils in times of crisis.

Physical restraint occurs when a member of staff uses force with the intention of restricting a pupil's movement against their will. The use of physical barriers to restrict movement would also be considered restraint. Physically moving a pupil with force would be considered to involve physical restraint. Containing a pupil in a confined space would also be considered a form of physical restraint. In any event of physical restraint being used a written record is made.

Pupils should not be restrained by locking them in a room, or by preventing them from leaving a room or area by physical means (in the case of action against the school, it would be a defence of such an action if it were possible to show that the action was a reasonable response and had been taken in order to, for example, prevent a crime or to ensure the safety of the individuals involved). A parent may give valid consent in limited circumstances such as when door handles have been placed in a high position to prevent children from leaving a room, thereby endangering themselves.

## Authorised Staff

The Education and Inspectors Act 2006 allows teachers to use reasonable force to control or restrain pupils.

## Responsibilities

Teachers are expected to show the same standard of care as that of a careful parent. Teachers, however, are not expected to behave in the same way in a classroom as they would do as parents at home. Teachers are expected to discharge their duties in a competent manner and to maintain control and discipline in the classroom and elsewhere. Teachers have a duty of care to exercise disciplinary control in order to maintain good order, and safeguard pupils' health and safety. A teacher may be deemed negligent if they endanger the physical and emotional wellbeing of a pupil by failing to maintain order. Teachers, however, cannot be expected to foresee every incident, nor are they duty-bound to run the risk of personal injury by intervening where it is not safe to do so. In these circumstances seek help from the Headmaster or the Head of the Preparatory School, or their Deputies.

Any incident involving the use of restraint is recorded in writing and reported to the Headmaster or Head of the Preparatory School. The Headmaster (or their Deputy) monitors and records.

This policy applies to all members of our school community, including boarders and those in our EYFS setting, and works in conjunction with a range of other policies and documents, including:

- Safeguarding Policy
- KCSIE 2023
- Staff Code of Conduct (Staff Behaviour Policy)
- DfE, Use of Reasonable Force in Schools, 2013

Implementation of the Restrictive Physical Intervention Policy is the responsibility of Headmaster and Principal Deputy Head in the Senior School and Headmaster and Deputy Head of the Preparatory School (including EYFS).

## Guidelines for the Use of Physical Restraint

### Senior School Procedure

Staff should not hesitate to act in an emergency, provided they follow the guidelines in this policy. However, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience of professional colleagues. In any application of physical restraint, the minimum reasonable force should be used to calm down the situation. Help should be summoned from colleagues; pupils should never be involved in restraint.

The pupil should be approached calmly but firmly. Where possible, the consequences of refusing to stop the behaviour should be explained and it should be communicated to the pupil that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach is required by staff throughout.

The method of restraint employed must use the minimum force for the minimum time and must observe the following:

Restraint must not:

- Involve hurting the pupil
- Involve deliberately inflicting pain on the pupil
- Restrict the pupil's breathing
- Involve contact with sexually sensitive areas
- Involve locking the pupil in a room

During any incident the person restraining should:

- Offer verbal reassurance to the pupil
- Cause the minimum level of restriction of movement
- Reduce the danger of any accidental injury
- Cease the restraint if there are any signs of physical distress in the pupil such as sudden change in colour, difficulty breathing or vomiting

Physical restraint can be:

- Partial – restricting and preventing particular movements
- Total – as in the case of immobilisation

Physical intervention can take several forms and may involve staff:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Pushing
- Pulling

- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back, or in extreme circumstances using more restrictive holds.

**Do:**

- Summon help
- Ensure a free passage of air through airways
- Be aware of any feelings of anger
- Continue to talk to the pupil in a calm way
- Provide a soft surface if possible
- Be aware of any accessories worn by you or the pupil that could cause injury
- Monitor the pupil's respiration, circulation and state of consciousness

**Don't:**

- Try to manage on your own
- Stop talking, even if the pupil does not reply
- Straddle the pupil
- Push their arms up their back
- Touch the pupil near the throat or head
- Put pressure on joints or on arterial pressure points (inside of upper arm, groin, neck)
- Use facedown holds

**Recording Incidents**

It is a requirement that a written record is kept on any occasion when physical restraint is used: the member of staff concerned must advise the Headmaster or the Principal Deputy Head/Prep Deputy Head immediately following an incident and provide a written report as soon as possible afterwards. Parents and guardians will be fully informed.

The report should include:

- The name(s) of the pupil(s) involved
- When and where the incident took place
- The name(s) of any other staff or pupils who witnessed the incident
- The reason the physical restraint was necessary
- How the incident began and progressed
- The pupil's response and the outcome of the incident
- Details of any injury suffered by the pupil/another pupil/member of staff and any damage to property.

Staff may find it helpful to seek advice from their professional association or a member of the Senior Management Team when writing a report.

**Preparatory School Procedure (including all pupils in the EYFS)****Intervention Situations**

Physical intervention may be considered as an appropriate response in the following situations:

- Where there is risk of injury to self and/or to others.
- Where there is a risk of significant damage to property.
- Where a pupil is behaving in a way that is compromising good order and discipline.

Staff should only use physical restraint in such circumstances when:

- Taking no action is likely to result in more dangerous consequences than intervening.
- Further significant damage may result.
- Alternative calming and defusing strategies have failed to de-escalate the situation and it is not reasonably practical to attempt further strategies.
- This response is in the paramount interest of the pupil.

### **Guidelines for Use of Physical Intervention**

Physical intervention/restraint must only involve the minimum force necessary to maintain good order and safety. It should only be applied until the pupil is calm. Supportive calming techniques should be used in conjunction with the hold/containment in order to encourage the pupil to calm as quickly as possible (for example, talking calmly and explaining what is happening, why, and when it will end).

Physical intervention should be used to de-escalate potentially dangerous situations. It is a positive strategy to regain control of a pupil who has temporarily lost control of themselves.

Physical restraint should not be used where there are known medical concerns.

When using physical restraint, the pupil's health and safety must always be considered and monitored. The following physical functions should be monitored:

- Respiration
- Circulation
- State of consciousness

Physical restraint should be stopped immediately if significant signs of physical distress are seen, such as:

- Sudden change of colour
- Difficulties in breathing
- Vomiting

When using physical restraint, care must be taken not to cause pain. The following guidelines should be followed:

- Avoid pressure on joints
- Ensure a free passage of air through airways
- Avoid pressure on the chest area
- Keep the body in good alignment
- Avoid pressure on arterial pressure points (inside of upper arm, groin, neck)
- Face down holds must not be used

After restraint, an independent member of staff should verbally check with the pupil to ensure there has not been an injury. The Head or Head of Early Years must be instantly advised of any use of physical restraint.

Where pupils have exhibited challenging behaviour, it will be expected that staff will encourage positive behaviour through identifying:

- The factors behind the challenging behaviour.
- The triggers leading to / causing the challenging behaviour.
- Teaching targets for more effective behaviours.
- How to adapt the environment to optimise the probability of effective behaviour.
- A programme of positive reinforcement and appropriate sanctions.
- The early warning signs of challenging behaviours.
- Defusing and calming strategies to employ when the early warning signs are exhibited.

Pupils requiring such a programme should be listed on the School's SEND register.

### **Reporting and Recording**

In all incidents where physical intervention have been used the following action must occur:

- The Head of Preparatory or Head of Early Years must be informed.
- The Head of Preparatory or Head of Early Years must inform parents/carers.
- Staff involved must complete a full written record as soon as possible.
- A copy should be placed in the pupil's file with a further copy being given to the Parent or carer.
- The Head of Preparatory will record and monitor all incidents where physical restraint has been used and change practice where needed.

If parents wish to make a complaint about physical restraint they should write to the respective Headmaster. The Headmaster may seek advice from the Trustee responsible for Child Protection and /or from the Child Protection Agency.