

**BRYMORE ACADEMY**

**POLICY FOR PHYSICAL INTERVENTION AND RESTRAINT**

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| **Created by:** Robert Watts |
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| **Approved by Local Advisory Board:** |
| **Review date:** January 2017 |
| **Signature of Chair of Governors** | **Signature of Headteacher** |

At Brymore Academy we are committed to a positive behaviour policy which encourages students to make positive behaviour choices. We do, however, recognise that students sometimes do make the wrong choices. On very rare occasions this may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:

* physical intervention should be used only as a last resort when other appropriate strategies have failed
* any physical contact should be only the minimum required
* physical intervention must be used in ways that maintain the safety and dignity of all concerned
* incidents must be recorded and reported to the Senior Leadership Link member of staff for the year concerned
* parents will be informed of each incident

**1. The Legal Framework**

This is non-statutory advice provided by the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of Headteachers and governing bodies in respect of this power.

**2. Our approach**

At Brymore Academy we aim to avoid the need for physical intervention and regard this as a last resort in a tiny minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Care and Guidance Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the Academy’s policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in *loco parentis* and have a ‘Duty of Care’ to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils’ safety and wellbeing.

Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

**3. Use of physical restraint / reasonable force**

**What is reasonable force?**

1. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

3. ‘Reasonable in the circumstances’ means using no more force than is needed.

4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

**Physical restraint should be applied as an act of care and control with the intention or re-establishing verbal control as soon as possible and, at the same time, allow the student to regain self-control. It should never take a form which could be seen as punishment.**

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the student to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

In all circumstances alternative methods should be used as appropriate, with physical intervention or restraint a last resort.

When physical restraint becomes necessary:

**DO**

* tell the student what you are doing and why
* use the minimum force necessary
* involve another member of staff if possible
* tell the student what s/he must do for you to remove the restraint (this may need frequent repetition)
* use simple and clear language
* hold limbs above a major joint if possible eg above the elbow
* relax your restraint in response to the pupil’s compliance

**DON’T**

* act in temper (involve another staff member if you fear loss of control)
* involve yourself in a prolonged verbal exchange with the pupil
* involve other pupils in the restraint
* touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
* twist or force limbs back against a joint
* bend fingers or pull hair
* hold the pupil in a way which will restrict blood flow or breathing. eg around the neck
* slap, punch, kick or trip up the pupil
* use physical restraint or intervention as a punishment

**4. Actions after an incident**

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. **A member of the Senior Leadership team must be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised**. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an on-going pattern it may be necessary to address the situation through the development of an appropriate behaviour support plan, which may include an anger management programme, or other strategies agreed by the Senior Leadership Link member of staff. This may require additional support from other services (eg Behaviour Support, Connexions).

In some circumstances a CAF may be appropriate to help identify an additional need for a particular student.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

**All incidents should be recorded immediately on the Pupil Restraint Report Form found in (Staff drive / pupil restraint log + incident form) and also recorded on the Academy’s restraint log found in (Staff drive / pupil restraint log + incident form)**. All sections of this report should be completed so that any patterns of behaviour can be identified and addressed.

In the event of any future complaint or allegation this record will provide essential and accurate information.

**The incident form needs to be passed to a member of SLT once completed and it will be filed in the child’s appropriate file and in a central school.**

**A member of the Senior Leadership team will contact parents as soon as possible after an incident**, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it. **A debrief will also be given to the member(s) of staff** involved once an appropriate outcome has been decided.

**5. Risk Assessments**

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

* strategies to be used prior to intervention
* ways of avoiding ‘triggers’ if these are known
* involvement of parents to ensure that they are clear about the specific action the school might need to take
* briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
* identification of additional support that can be summoned if appropriate
* the school’s duty of care to all pupils and staff

**6. Complaints and Allegations**

A clear restraint policy, adhered to by all staff and shared with parents, 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, either under the complaints disciplinary or allegation management procedures.

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

**RECORD OF PHYSICAL INTERVENTION OR RESTRAINT**

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| Date of incident: Time of incident:Pupil Name:DOB:Member(s) of staff involved:Adult witness/witnesses to restraint:Pupil witness/witnesses to restraint:Outline of event leading to restraint: |
| Outline of incident of restraint (including restraint method used): |
| Outcome of restraint: |

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| Description of any injury/injuries sustained by injured pupil and any subsequent treatment: |
| Date parent/carer informed of incident:By whom informed:Outline of parent/carer response: |
| Signature of staff completing report: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:Signature of AHT: Staff and Student Wellbeing: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: |
| Brief description of any subsequent inquiry/complaint or action: |