



**TAFF BARGOED  
LEARNING PARTNERSHIP**  
*'Learning and Growing Together'*

# Physical Intervention and Restraint Policy

## **INTRODUCTION**

Within the Taff Bargoed Learning Partnership we are committed to establishing a positive behaviour policy which encourages children to make positive behaviour choices. On rare occasions circumstances may result in situations that require some form of physical intervention by staff.

Our policy for physical intervention is based upon the following principles:-

- Physical intervention should be used 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 Head Teacher as soon as possible
- Parents will be informed where physical intervention has been used.

## **The Legal Framework**

Section 93 of the Education and Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

- Causing injury to his/herself or others
- Committing an offence
- Damaging Property
- Prejudicing the maintenance of good order and discipline.

This policy should be read in conjunction with our whole school policy for Behaviour and discipline.

## **OUR APPROACH**

Within the Taff Bargoed Learning Partnership we aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in conjunction with our behaviour and discipline 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 school'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.

## **USE OF PHYSICAL RESTRAINT**

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allow the pupil 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 as reasonable force, depends upon the particular situation and the pupil to whom it is being applied.

**All** staff members are trained in the use of Team Teach. Only those staff who have received training should apply physical restraint. Staff should use the restraints shown during training to de-escalate where possible then use the appropriate holds as practised in the training. 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 pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may require frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible
- Relax your restraint in response to the pupils compliance

### **DON'T**

- Act in temper (involve another member of staff 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 the blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment

## **ACTION FOLLOWING 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. The head teacher should 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 ongoing pattern it may be necessary to address the situation through the development of a behavioural plan (IBP), which may include an anger management programme, or other strategies agreed by the ALNCO. This may require additional support from other services, for example the LA BST.

It will always be helpful to consider the circumstances preceding the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately in the Numbered and Bound book in the Head Teacher office. All sections of this form 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.

A member of the senior management 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.

### **RISK ASSESSMENTS**

Staff will always carry out a dynamic risk assessment when deciding on the use of a physical restraint. 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.

### **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, following our complaints procedure (see Complaint Policy).