

RAVENS COTE JUNIOR SCHOOL

# TOUCH AND PHYSICAL INTERVENTION

## 2023-2025



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## RAVENSOTE JUNIOR SCHOOL TOUCH AND PHYSICAL INTERVENTION

### Introduction

At Ravenscote Junior School, we are committed to maintaining the safety and wellbeing of students and staff. We believe that pupils need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small minority of pupils, the use of Restrictive Physical Intervention may be needed, and, on such occasions, acceptable forms of intervention will be used.

The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective Positive Behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils.

All the school staff need to feel able to manage inappropriate risk and behaviour, and they need to have an understanding of what challenging behaviours might be communicated and how. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Ravenscote has an effective culture of safety.

Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

### General policy aims

At Ravenscote Junior School, we recognise that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety and well-being and also to maintain good order and discipline. Our policy on restraint should therefore be read in conjunction with our Positive Behaviour policy and Child Protection and Safeguarding policy.

### Specific aims of the Touch and Physical Restraint policy

- To protect every person in the school community from harm
- To protect all pupils against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations

### 1. Definition of 'restrictive physical intervention'

1.1. The Law allows for teachers and other persons authorised by the Headteacher to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following: -

- Committing a criminal offence



- Injuring themselves or others
- Causing damage to property
- Engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school

1.2. 'Restrictive Physical Intervention' involves the use of force to control a person's behaviour, using bodily contact, mechanical devices or changes to the person's environment. This includes both physical restraint and removal to a seclusion or calm room. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to, in specific circumstances, use 'reasonable force' to control or restrain pupils. There is no legal definition of 'reasonable force'. However, there are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of an incident warrant it
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent

1.3. The definition of physical force also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

## **2. When the use of restrictive physical interventions may be appropriate at Ravenscote Junior School**

2.1. Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and dysregulated, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

2.2. The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

## **3. Who may use restrictive physical intervention at Ravenscote Junior School**

3.1 Teaching staff and support staff, employed at the school, are authorised by the Headteacher to have control of pupils, and must be aware of this policy and its implications.

3.2 We take the view that staff should not be expected to put themselves in danger, and that removing pupils and themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.



### 3.3 Names of authorised staff:

- Headteacher
- Deputy Headteacher
- Assistant Headteacher Inclusion
- Teaching staff
- Learning Support Assistants
- Caretaker, Office staff and School Business Manager
- Catering Staff

3.4. In addition, the Headteacher may give temporary authorisation to others e.g. parent helpers on a trip, centrally employed support staff.

## 4. Acceptable forms of touch and intervention at Ravenscote Junior School

4.1. There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- Communication (for example young pupils and those with SEND may need staff to provide physical prompts or help etc.)
- First Aid
- Congratulating a pupil
- To comfort a pupil in distress (so long as this is appropriate to their age)
- To gently direct a pupil
- For curricular reasons (for example in PE, Drama etc)
- For life skills (for example changing for PE, toileting, using cutlery etc.)
- In an emergency to avert danger to the pupil or pupils
- In rare circumstances, when Restrictive Physical Intervention is warranted

4.2. In an emergency incident, staff may take into account the use of reasonable force and their responsibilities under duty of care.

4.3. In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- The pupil's age and level of understanding
- The pupil's individual characteristics and history
- The location where the contact takes place (it should not take place in private without others present)

4.4. If a pupil requires physical support on a regular basis, this information will be documented on CPOMS, a Risk Assessment Tool & Proactive Intervention Plan and a toileting plan if appropriate.

4.5. Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participant's neck,



breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular pupil.

## 5. Support for pupils

5.1. If a pupil is identified for whom it is felt that Restrictive Physical Intervention is likely, then a Risk Assessment Tool & Proactive Intervention Plan will be completed.

This assessment will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing.

5.2. The plan will include:

- Involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- A risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- A record needs to be kept in school of risk reduction options that have been examined and discounted, as well as those used
- Managing the pupil, strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention is to be used
- Identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil
- Ensuring a system to summon additional support
- Identifying training needs
- The school will take medical advice about the safest way to hold a child with specific medical needs

## 6. Recording and Reporting

6.2 We record any use of Restrictive Physical Intervention using the bound and numbered Red book, which is stored in the Headteacher's office, and needs to be signed off by the Headteacher. The record of the incident is also scanned into CPOMS. These records are completed as soon as possible after the incident, and within 24 hours.

6.3 Following the incident, and within 24 hours, a Risk Assessment Tool & Proactive Intervention Plan for the child concerned will be put in place, or updated if one is already in place. Their behaviour plan will also be updated. In the unlikely circumstance that a behaviour plan is not currently in place, one will be created.

6.4 Where an incident causes injury to a member of staff, it should be recorded as per our accident/incident reporting procedure. Further, our governing body ensures that procedures are in place for recording significant incidents and then reporting these incidents as soon as possible to pupil's parents.





6.5 After using Restrictive Physical Intervention, we ensure that the Headteacher is informed as soon as possible. We also inform parents by phone (or by email or letter home with the child if this is not possible). A copy of the record form is also available for parents to read.

6.6 In rare cases, we might need to inform the police, such as in incidents that involve the possession of weapons. This would be in line with our general practice, informed by the DfE Guidance Screening, Searching and Confiscation – Advice for Head Teachers, Staff and Governing Bodies (2018) and Section 45 of the Violent Crime Reduction Act 2006.

## 7. Supporting and reviewing

7.1 We recognise that it is distressing to be involved in a Restrictive Physical Intervention, whether as the child being held, the person doing the holding, or someone observing or hearing about what has happened.

7.2 After a Restrictive Physical Intervention, we give support to the child so that they can understand why it was necessary. Where we can, we record how the child felt about this. Where it is appropriate, we have the same sort of conversations with other children who observed what happened. In all cases, we will wait until the child has calmed down enough to be able to talk productively and learn from this conversation. If necessary, the child will be asked whether he or she has been injured so that appropriate first aid can be given. This also gives the child an opportunity to say whether anything inappropriate has happened in connection with the incident.

7.3 We also support adults who were involved, either actively or as observers, by giving them the chance to talk through what has happened with the most appropriate person from the staff team.

7.4 A key aim of our after-incident support is to repair any potential strain to the relationship between the child and the people that were involved in the Restrictive Physical Intervention.

7.5 After a Restrictive Physical Intervention, we consider whether the individual provision map and risk assessment needs to be reviewed so that we can reduce the risk of needing to use restrictive physical intervention again.

## 8. Complaints

8.1. It is intended that by adopting this policy and keeping parents and governors informed we could avoid the need for complaints. The school has a clear complaints procedure, a copy of which is available upon request. All complaints that arise about the use of force by a member of staff will be dealt with according to our Child Protection and Safeguarding policy.



All staff are trained by the accredited provider Crisis Prevention Institute (CPI) trained member of staff. CPI Safety Intervention training is a safe, nonharmful behaviour management system designed to help professionals provide the best possible care, welfare, safety and security of individuals presenting a range of crisis behaviours. Staff use the Decision-Making Matrix when assessing Risk Behaviours and are trained to practise safety intervention strategies to maximise safety and minimise harm.

Before using any Restrictive Physical Intervention staff at Ravenscote Junior School consider safety from the perspective of

- Keeping themselves safe
- Keeping the individual in crisis safe
- Keeping others around them safe

Restrictive Physical Intervention is only used when non-restrictive interventions have been unsuccessful, these include but are not limited to

- Removing items that could be dangerous
- Removing the person
- Removing other people
- Asking a staff member to help
- Calling for help

A coordinated and collaborative approach ensures all staff remain consistent and calm.

Restrictive physical interventions may include:

- Bodily contact - where the physical presence of one or more people is used to control a pupil, e.g physically interposing between pupils; blocking a pupil's path; holding or 'shepherding' a pupil; using agreed, approved restricted holds
- Environmental – where a change is applied within the environment for example shutting a door or the use of locks or key pads to prevent access to a particular area.

The decision to use physical intervention will be taken in the context of the level of risk presented by the behaviour, the seriousness of the incident and the relative risks of the use of physical intervention compared with any available alternative. The use of any physical intervention will take into account the characteristics of the pupil, including their age, gender, SEN, physical needs or disability, developmental level or cultural issues.

Where physical interventions are needed to prevent injury to the student, other students or staff, or to prevent serious damage, these should be for the minimum length of time possible and using the least possible force. All staff must consider whether they are using reasonable force.

In all circumstances other methods should be used if appropriate and effective



positive handling should be a last resort. When positive handling 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 need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. 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
- Attempt to reason with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- 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 e.g. around the neck, lying face down or pulling arms across the child's chest
- Slap, punch, kick or trip up the pupil

This policy should be read in conjunction with:

- Positive Behaviour Policy
- Health & Safety Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy

### **Appendix 1: Summary Guidance for Staff on the Use of Physical Intervention**

This guidance for staff is a summary of our school's detailed policy on the use of physical intervention. Where staff are in any doubt about the use of physical intervention, they should refer to the full policy.

This summary guidance refers to the use of Restrictive Physical Intervention (restraint) which we define as "when a member of staff uses force intentionally to restrict a child's movement against his or her will". Staff should not feel inhibited from providing physical intervention under other circumstances, such as providing physical support or emotional comfort where such support is professionally appropriate. The use of such support must be consistent with our Child Protection and Safeguarding policy.





- The person responsible for authorising staff to use Restrictive Physical Intervention as part of a structured and planned intervention within this school the Headteacher.
- The person responsible for ensuring that all planned use of Restrictive Physical Intervention is risk assessed is the Headteacher.
- Copies of all Restrictive Physical Intervention risk assessments are held in the Headteacher's office and are reviewed after every use of force and termly.
- Only those trained in appropriate techniques within the last twelve months may be authorised for planned use of Restrictive Physical Intervention. The person responsible for ensuring that appropriate training is provided, including regular updates, is the Headteacher.
- Training records are held in the Headteacher's office or secure section of the school's computing system.
- 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 to prevent a serious injury from occurring.
- Every use of Restrictive Physical Intervention is to be reported the same day to the Headteacher. The Headteacher will ensure that a parent of the child who has had force used against them is notified that day.
- In addition, the details of each use of Restrictive Physical Intervention must be recorded on CPOMS and in the bound and numbered Red Book, which is stored in the Headteacher's office, and needs to be signed off by the Headteacher. We do this as soon as possible after an event, within 24 hours.

