

Chafyn Grove School
Restrictive interventions, including the Use of Reasonable Force Policy



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There is NO corporal punishment at the school.

Purpose

The purpose of this policy is to safeguard the well-being of pupils and staff when an incident requires the use of restrictive intervention. It applies to all forms of restrictive intervention, including reasonable force, physical restraint, and non-physical interventions used to prevent or manage serious risk. Its intention is to develop and encourage consistent and safe practices in the use of restrictive interventions including physical restraint. Staff should not hesitate to act in an emergency provided they follow this guidance; however, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience of their professional colleagues. The school is committed to proactively reducing the need for restrictive interventions through early support and de-escalation strategies.

Definition

Physical Restraint is the positive application of force to protect/prevent a child from causing injury to him/herself or others, or seriously damaging property.

Reasonable Force is physical contact that is proportionate and no more than necessary, used for the shortest time possible, to prevent harm.

Force may **only** be used to:

- prevent injury to self or others
- prevent a criminal offence
- prevent serious damage to property
- prevent serious disorder

Injury means ‘*significant injury’; this would include: actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and self-poisoning. **A significant incident is one in which force is used beyond momentary or minor contact, or where there is a risk of harm, injury, or distress to the pupil or others.*

It must be shown that on any occasion where physical restraint is used, there were strong indicators that if immediate action had not been taken, injury would have followed.

Chafyn Grove School

Restrictive interventions, including the Use of Reasonable Force Policy

The school recognises its heightened duty of care for pupils with SEND. Where a pupil is identified as being at increased risk of restrictive intervention, personalised support strategies, risk assessments and behaviour plans will be developed and reviewed collaboratively with parents and relevant professionals

Guidance: During an Incident

The use of restrictive intervention involving force should be avoided unless there is no alternative means of dealing with the situation. In any application of restrictive intervention involving force, the minimum reasonable force should be used to calm down the situation. Help should be summoned from colleagues; other pupils should never be involved in restraint.

The pupil should be approached calmly but firmly. Where possible, explain the consequences of refusing to stop the behaviour and continue to communicate with the pupil throughout the incident; it should be made clear that the physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach is needed and a teacher must never give the impression that s/he has lost his/her temper, or is acting out of anger or frustration - or to punish the pupil.

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

Restraint must NOT:

- involve hitting the pupil;
- involve deliberately inflicting pain on the pupil;
- restrict the pupil's breathing;
- involve contact with sexually sensitive areas.

During any incident the restrainer should:

- offer verbal reassurance to the pupil;
- cause the minimum level of restriction of movement;
- reduce the danger of any accidental injury.

Restrictive intervention involving force can take several forms. It might 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

Chafyn Grove School
Restrictive interventions, including the Use of Reasonable Force Policy

- (in extreme circumstances) using more restrictive holds.

The school does not use seclusion as a behavioural strategy. Any practice that may restrict a pupil's freedom of movement away from others is considered a restrictive intervention and will be subject to this policy's safeguards.

Staff will remain alert to the possibility of hidden injury or distress following a restrictive intervention and will seek medical advice where appropriate.

Some Dos and Don'ts

DO

- be aware of any feelings of anger
- summon help
- 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
- hold the pupil's arms by his/her sides

DON'T

- try to manage on your own
- stop talking even if the pupil does not reply
- straddle the pupil
- push arms up the back
- touch the pupil near the throat or head
- put pressure on joints

Recording Incidents

It is important that a written report is kept on any occasion when force is used; the member of staff concerned should advise the Headmaster or the Deputy Head immediately following the incident and provide a written report as soon as possible afterwards to go on iSAMS. In line with statutory guidance, records of any significant restrictive intervention must include the type and duration of force used, the rationale for the intervention, the pupil's SEND status (where applicable), and details of any medical assessment required

The report should also 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;

Chafyn Grove School
Restrictive interventions, including the Use of Reasonable Force Policy

- the reason that force 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 United Learning Central Office or a senior colleague when writing a report.

From Early Years, through Pre-Prep and the Prep school, written reports of physical intervention will be made on the same day and parents will be informed of the incident in person by the class teacher at the end of the school day. Where a parent does not collect their child the class teacher will contact them by telephone and give a verbal report of the incident. The written record of the incident will be shown to the parents and kept on their file on iSAMS (and possibly CPOMS if deemed a safeguarding concern).