Appendices to 'SDFS Behaviour Policy 2018

Signed:

Date: September 2018

Review: September 2019

## Restrictive Physical Intervention Protocol

**School Values & Principles:**

At Seaton Delaval First School our purpose is to enable all children to achieve their full potential, academically, emotionally and socially.

Environment

To provide a learning environment that:

- has the health and safety of the children as a priority
- engenders care of people and property

**PROCEDURES**

Type of Incident

Situations where reasonable force may be necessary or appropriate fall into three broad categories:

a) Where action is necessary either in self- defence or because there is an imminent risk of injury.
b) Where there is a developing risk of either injury or significant damage to property -

- a child attacks a member of staff, or another child;
- children are fighting;
- a child is committing or about to commit damage or vandalism to property;
- a child is causing or likely to cause injury or damage by accident, rough play, or misuse of dangerous materials or objects;
- a child is running in the building in a way which could cause injury to themselves or others;
- a child absconds from a class or tries to leave school. Applicable only if a child could be at risk if not kept in class or school.

c) Where a child is behaving in a way that is compromising good order and discipline -

- a child persistently refuses to obey an order to leave a classroom;
- a child is behaving in a manner that is seriously disrupting a lesson.

Restrictive Physical Intervention

Restrictive physical intervention is not justified for:

- trivial misdemeanours.
- a situation that can be resolved without force.

The degree of physical intervention must:

- be in proportion to the circumstances of the incident;
- always be the minimum needed to achieve the desired result;
- take into account the age, understanding and sex of the child.

Practical Considerations

Before intervening physically a teacher must:

a) Tell the child who is misbehaving to stop.
b) Tell the child what will happen if he does not stop.
c) Continue to talk with the child throughout the incident.
d) Make clear that physical contact will stop when it ceases to be necessary.
e) Retain a calm and measured approach.
f) Not give the impression of loss of temper or that action is being taken out of anger, frustration or a need to punish the child.

It may be inappropriate for a teacher to intervene in an incident without help unless in an emergency. In such cases the teacher should:

a) Remove other children who are at risk.
b) Summon help from colleagues.
c) Inform children that help has been sent for.
d) Continue to attempt to defuse the situation orally.

Application of Force

Physical intervention can involve:

- coming between children;
- blocking a child's path;
- holding, pushing or pulling;
- leading a child by the hand or arm;
- shepherding a child away by placing a hand in the centre of the back;

- and in extreme circumstances, using more restrictive holds.

**On no account can a member of staff act in a way that might cause injury:**

- holding a child around the neck, by the collar or way that might restrict breathing;
- slapping, punching or kicking a child;
- twisting or forcing limbs;
- tripping up a child;
- holding or pulling by the hair or ear;
- holding a child face down on the ground.

Prior to using physical intervention consider:

- Can the situation be dealt with using other strategies?
- Development of strategies for individual children which can be used to defuse or calm situations.
- Whether such action will exacerbate the situation.
- The age and level of understanding of the child.
- Whether the action is being used as a substitute for good behavioural management.

N.B. Staff should always avoid touching or holding a child in a way that might be considered indecent.

Self Defence

Everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so.

Authorised staff

All teachers at a school are allowed to use reasonable force to control or restrain pupils. The school additionally can authorise the following members of staff to control or restrain pupils when they have control or charge of children:

- Learning support assistants.
- Midday supervisors and assistants.
- Site manager.
- Voluntary helpers accompanying pupils on visits.

In respect of voluntary assistants, teaching staff should ensure that they are aware of and properly understand what the authorisation entails.

Recording

Where the use of restrictive physical interventions can be anticipated, the school is developing a written protocol that includes:

- A description of behaviour sequences and settings which may require a physical intervention response
- A risk assessment which balances the risk of using a restrictive physical intervention against the risk of not using a physical intervention
- A record of the views of those with parental responsibility
- A system of recording behaviours and the use of restrictive physical interventions using an incident book with numbered and dated pages
- Previous methods which have been tried without success
- A description of staff who are judged competent to use these methods with this child
- The ways in which this approach will be reviewed, the frequency of review meetings and members of the review team.

Recording an incident

A detailed, written report of any occasion where force is used is required. The school's 'Incident Report Form', Appendix A should be used for this purpose. This will help prevent misunderstanding and would be helpful should there be a complaint. This procedure would not be applicable in a minor or trivial incident.

Immediately following an incident the member of staff concerned should tell the Headteacher or Deputy Headteacher and provide a written report that should include:

- The name of the child or children involved;
- Where the incident took place;
- Names of witnesses, staff or children;
- How the incident began and progressed. Include details of child's behaviour, what was said, steps taken to defuse or calm the situation, degree of force used and how applied;
- Child's response and outcome;
- Details of any injuries or damage to property.

Staff may consider informing their professional association.

Parents will be informed of any such incident. Wherever possible this will be done orally.

Complaints

Complaints from a parent could lead to an investigation either under the school's disciplinary procedures, by the Police or Social Services under child protection procedures.

Any complaint would take into account the school's policy on restraint and whether it had been followed.

Seaton Delaval First School

Incident Report Form

This form should be given to the Headteacher for secure storage

Form completed by_____

Type of incident (please circle) Bullying Racist Verbal Abuse

Physical Assault Use of reasonable force to control/restrain pupils

Other (please specify)

_____

Name(s) of pupil(s) involved:

Time & Date of Incident:

Names of staff involved:

Names of witnesses:

Staff: Pupils:

Witness statements to be written & given to head teacher separately.

Description of Incident:

Outcome(s) of incident:

Include injury/damage, sanctions used etc.

Signed _____

Please use the reverse of this form for any further information that may need to be reported.