



Physical Restraint and Reasonable Force Policy

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Physical Restraint and Reasonable Force Policy

Rationale

At Manor Primary we believe successful teaching and learning cannot take place without effective relationships and good behaviour. Children need a connection and a calm and purposeful atmosphere in order to learn and experience success. We believe we should encourage positive attitudes to each other both in the classroom and in the school environment so that all children feel safe and secure.

Manor Primary School adopts a positive approach to behaviour management. We aim to develop good habits of self-discipline in pupils and encourage all children to be self-reflective about their and others behaviour around the school. We look at ways to encourage and reward children, building on mutual trust and respect for all, while making it very clear that anti-social behaviour will not be tolerated. Pupils are supported to overcome behavioural difficulties, while the safety and wellbeing of them and other pupils, staff and visitors are protected.

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 connection with our Relationship and Behaviour Policy.

Introduction:

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

- causing injury to his/herself or others
- committing any offence
- damaging property
- prejudicing the maintenance of good order & discipline.

The purpose of this policy is to detail the school's strategy in the use of reasonable force and physical intervention and sets out our procedures for recognising, dealing with, and preventing instances of severe behaviour. It works in conjunction with:

- 1996 Education Act amended through the inclusion of Section 550A on 1st September 1998 – <https://www.legislation.gov.uk/ukpga/1996/56/contents>;
- DfE: Behaviour and discipline in school (January 2016) <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>;
- DfE; Use of Reasonable Force July 2013 <https://www.gov.uk/government/publications/use-of-reasonable->

[force-in-schools](#);

• DfE: Keeping Children Safe in Education September 2019 DfE:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

• Positive Environments where Children Can Flourish – Ofsted, 2018

<https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish>

• Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings October 2015 <http://www.tscb.co.uk/docs/guidance-for-saferworking-practice-for-those-working-with-children-and-young-people-in-educationsettings.pdf>;

• Searching Screening and Confiscation; Advice for Schools DfE Feb 2014, Updated Jan 18

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>;

★ The DfE guidance (2013) on the 'Use of Reasonable Force' defines and explains these terms in the following way:

- 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.
- 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 pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- 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.
- 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.
- 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.

Definitions:

For the purpose of this policy to be successfully met it is important to define key terms. The distinction for instance between restraint and intervention often causes confusion and from the outset physical intervention should be thought as the "umbrella" term under which physical restraint sits.

Physical Intervention is used to cover the use of direct or indirect force, through bodily, physical or mechanical means, to limit another person's movement.

Physical intervention is a term which covers the use of physical force but which also includes other actions, such as locking doors or standing, removing the power source on an electric wheelchair without consent or standing in the way of another person.

Physical restraint refers to the use of physical force by one, or more, person(s) to restrict the actions of another. Duty of care exists whenever professionals, paid carers and volunteers are given charge of any student in a school and extended school environment such as educational visits and work experience. Necessary in the case of application of force means “essential” or “needed to be done”. Reasonable in the case of application of force means “as much as is appropriate” coupled with having “sound judgement”. Proportionate in the case of application of force means “the correct amount or “degree” in relation to the unwanted behaviour.

Avoiding the Use of Physical Intervention:

Physical intervention should never be used as a substitute for good behavioural management in accordance with the school’s Behavioural Policy. All teachers need to develop strategies and techniques for dealing with difficult pupils and situations which they should use to diffuse and calm a situation. In non-urgent situations, staff should always try and deal with a situation through other strategies before using force. Their actions should be aimed at reducing the likelihood of situations arising where physical intervention might be needed.

As the key issue is establishing good order, any action which could exacerbate the situation needs to be avoided. The possible consequences of intervening physically, including the risk of increasing the disruption or actually provoking an attack. Therefore this needs to be carefully evaluated.

On occasions when de-escalation and conflict resolution techniques have failed, the use of Restrictive Physical Intervention (RPI) may be required to safely and appropriately manage a situation. The concept of RPI involves ensuring that pupils with a high level of personal stress; a dangerous lack of self-control; and a serious desire to challenge and threaten, are diverted from harming themselves or others; seriously damaging property; disruptive behaviour prejudicial to the safe and secure learning environment of the school or are protected from the likelihood of them doing so. When no one is in control the desire to challenge and threaten often escalates.

The proper use of physical control requires judgement, skills and knowledge of non-harmful methods of control. All members of school staff have a legal power to use ‘reasonable force’. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils, such as unpaid volunteers, or parents accompanying students on a school organised visit.

As a general rule nobody has the right to touch, move, hold or contain another person. However, staff who are acting in loco parentis, have a ‘Duty of Care’ to all children they are in charge of and therefore, operate in exceptional circumstances where it is sometimes necessary to act outside this norm. Whenever they do so they should be clear about why it is **NECESSARY** and show that any actions were in the child’s **BEST INTEREST** and that they were **REASONABLE AND PROPORTIONATE**, along with being for the **LEAST AMOUNT** of TIME, and using the **LEAST AMOUNT OF FORCE**.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.

- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

A proactive, orderly, caring and learning environment is impossible to achieve and sustain when pupils or adults believe they are not safe. Restrictive Physical Intervention (RPI) includes the use of Physical Presence; Restriction of Access; Restriction of Exit; Physical Diversion; Increased Staffing; High Level Supervision; Restrictive Physical Intervention (RPI), so that dangerous and / or violent behaviour is controlled and prevented from spreading to others.

★ Restrictive Physical Intervention must only be used when it is required to prevent a pupil:

- From self-harming
- Injury to other children, service users, staff or teachers
- Damaging property
- An offence is being committed, and
- In school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school, or among any of its pupils It is each member of staff's responsibility to make an assessment of the particular circumstances.

Staff will need to decide if control is appropriate, and if it is, at what level. It is not considered appropriate to adopt a blanket approach to the use of Restrictive Physical Intervention simply because a pupil may have emotional and behavioural difficulties.

Staff will need to take the following factors into consideration:

- The behaviour of the pupil
- ★ The known intention of the pupil
- Their known wishes, feelings and emotional state
- The pupils personal history
- The influence of other pupils, family and friends
- Any events that may be causing the pupil anxiety
- Knowledge of the pupil
- The time of day
- The antecedents to the situation.

In considering these factors particular attention needs to be given to the age, understanding and maturity of the pupil. As a pupil matures, he / she becomes more able to make considered decisions. However, competency is not only determined by age and maturity. The possible consequences of behaviour should be a significant factor in decision making. A decision, which involves an assessment of the risk of potential harm, must not be left to a

pupil to make alone. It will be a matter for negotiation, or solely the responsibility of the member of staff. The more danger that can be foreseen in a particular situation, the less likely it will be that the pupil is competent to make a decision. Where a pupil is proposing to do something where there is clear potential for him / her injuring themselves; others, or seriously damaging property, then staff can properly affect RPI to prevent him / her from doing so.

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 (recorded on an IBP; Individual Behaviour Plan) addresses:

- 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

Procedures for staff before any physical intervention:

Before physically intervening, staff will:

- Remain calm and attempt to engender calm
- Tell the child to stop and explain to them what will happen if they do not
- Use a range of non-physical alternatives aimed at calming or defusing situations in order to prevent further escalation.

These might include:

- Continuing to speak and listen to the child/children.
- Employing an appropriate level of eye contact during any dialogue.
- Diverting, distracting, cajoling or humouring the child where appropriate.
- Reasoning with and offering appropriate choices to the child/children.

Sometimes a teacher should not intervene in an incident without help. For example, when dealing with physically large children, or with groups of children, or if the teacher believes he or she may be at risk of injury. In this circumstance, the teacher should remove other children who may be at risk and summon assistance from a colleague or colleagues by sending the red card to a member of the Senior Leadership Team requesting help or

by calling from the phase phone.

In extreme circumstances, it may be necessary for the school to make the decision to call the police. The teacher should tell the child/children that he or she has sent for help. Until assistance arrives, the teacher should continue to attempt to defuse the situation through talking to the children and try to prevent the incident from escalating.

Dialogue:

It is essential that wherever possible the use of RPI, particularly Restrictive Physical Intervention (RPI), should be avoided in favour of lower-level de-escalation, through verbal persuasion and dissuasion, and positive handling prompts. Persuasion and dissuasion are where the staff focus the discussion with pupils with the aim of persuading or dissuading them from an intended course of action. It is in effect focused guidance. Only when dialogue is clearly not producing a satisfactory resolution and a situation continues to be unsafe, or to deteriorate then staff should consider the use of RPI.

Physical Presence:

Staff member's physical presence is often all that is necessary to communicate authority, and to re-establish safety and security. Presence by implication of one's authority may restrict pupil's movement for a brief period, but is limited to:

- Standing close by, or in front of a pupil
- Standing momentarily or temporarily in the way of a pupil.

Presence should become neither oppressive, or of excessive duration. It is likely to be most effective if complemented by a range of non-verbal communication signals, and Persuasion or Dissuasion. Physical presence must be:

- Considered appropriate in the context of a particular situation or incident
- Used only in the context of engaging the pupil in discussion about the significance, relevance and consequences of his / her behaviour
- Ended if it is met with resistance, when a decision will need to be made whether or not another form of intervention is appropriate.

Restriction of Access / Exit:

In the ordinary course of maintaining a supportive and stable educational experience, staff may limit pupil's liberty by requiring them not to do things that they may prefer to do, including restricting them within a building. However, if the pupil complies with the reasonable request, restriction of liberty is not an issue. There may be occasions, however, when a pupil has lost self-control, and is intent on serious self-damage; inflicting injury on others; damage to property, or is considered potentially likely to do so, that it would be appropriate to prevent access to dangerous environments by locking doors to them. Restricting access under such circumstances is considered appropriate staff action.

Occasionally in respect of the types of behaviour described previously, it may be necessary to prevent a distressed pupil from exiting a room by blocking the doorway by Physical Presence. This type of control is appropriate and permissible provided that:

- The duration of the intervention is only brief, and the pupil is engaged in conversation aimed at de-escalating the situation
- The action is a response to a particular situation and not regular practice
- If the pupil physically resists, a considered decision is made in respect of justification for, and use of, alternative forms of intervention.

Physical Diversion:

As part of a range of Restrictive Physical Interventions, Physical Diversion differs from Restrictive Physical Intervention (RPI) in the degree of 'force' used. Physical Diversion may be for example, holding a hand; placing a hand on the forearm; or putting an arm around the shoulder.

Physical Diversion is a means of deflecting a pupil from destructive and / or disruptive behaviour. It involves little force but serves to reinforce staff attempts to 'reason'. It is persuasive rather than coercive. It is important that:

- It should guide, comfort and reassure
- If possible, the intervening member of staff should already have an established relationship with the pupil
- It should be ended if it is met with resistance. When a further decision will need to be made whether or not another form of intervention is appropriate.

Time Out:

If a pupil is unsettled, and it is felt that they would benefit from being away from a situation, then they might take 'Time out'. Time out can either be requested by a pupil, or directed by staff. The objective should be to give a pupil the opportunity to regain their composure, without the pressure associated with being in a formal location or being near staff or other pupils. Time out is an important tool in encouraging and supporting pupils to manage their own behaviour prior to reaching a crisis point. Staff must be conscious of the fact that some pupils might ask for time out as a way of getting out of a lesson without real reason. Where possible pupils who ask for time out, might have a prior arrangement that might form part of their IBP.

Isolation:

If a pupil is unsettled and continues to be disruptive to the safe and secure learning environment of other pupils, it may be considered by staff to separate a pupil from their peers, and supervise him / her by a member or members of staff with the purpose of providing him / her with continuous focused supervision and support. Pupils isolated from their peers and supervised by staff must not be in locked rooms.

Seclusion:

Seclusion describes the forcible confinement and segregation of a pupil from their peers in situations that are unsupervised by staff. As part of Manor Multi-Academy Trust, it is not permitted in its schools.

Restrictive Physical Intervention (RPI):

Restrictive Physical Intervention (RPI) is the positive use of minimum force to divert a pupil from harming himself / herself or others; seriously damaging property; disrupting the safety and security of the school's learning environment, or to protect a pupil from the likelihood of their doing so.

Restrictive Physical Intervention (RPI) at Manor Primary School must only be used to prevent:

- Self harming
- Injury to other children and staff
- Damage to property
- An offence being committed, and
- Any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

Restrictive Physical Intervention (RPI) is used only:

- Rarely
- When there is NO OTHER WAY, and
- Where any other course of action would be likely to fail.

Restrictive Physical Intervention (RPI) must not be used:

- To punish
- To gain pupil compliance with staff instruction (unless the instruction is to cease from a course of behaviour leading to injury, damage or serious disruption)
- To cause or threaten hurt / pain
- Oppress; threaten; intimidate and bully

Strategies for Control:

At Manor Primary School we use the TEAM TEACH method for restraint.

Team-Teach is a whole setting, behaviour management response that aims to use de-escalation and behaviour strategies as a standard response to challenging behaviour. However, this is incorporated with restrictive positive handling techniques that are graded and gradual (up or down) as the situation requires. Restrictive Positive Handling techniques are never used in isolation.

The Team-Teach approach will:

- Reinforce policy and practice, in form of current legislation, legal considerations and circular guidelines concerning restrictive physical interventions
- Reinforce the essential verbal and non-verbal skills required in a crisis situations
- Make staff groups aware of necessary interventions appropriate to the level of behaviour reached by the pupil.
- Following training, providing staff with knowledge, understanding and physical skills required for their personal safety, and the management of children in their care.
- Offers post-incident structure to both the pupil and member of staff Team Teach Aim
- To provide an accredited training framework designed to reduce risk and through working together to safeguard people and services.

* Team Teach Objectives:

- To develop shared values which promote the attitude, skill and knowledge needed to implement Team Teach in the workplace.
- To develop positive handling skills in behaviour management, including: verbal and nonverbal communication, diversion, de-escalation and safe, effective, humane physical interventions.
- To develop skills in positive listening and learning.

The basic principles of Team-Teach are:

- At least two members of staff when a situation occurs. This is protection for both staff and pupils concerned.
- 95% of crisis situations can be resolved through calm, controlled, dignified and skilled deescalation strategies.
- Minimum force and time – important not to react emotionally but professionally and composed.
- Last resort (where possible) – all other behaviour management strategies to be tried and used first.
- Restrictive physical intervention techniques that provide a gradual, graded system of response – commensurate with the situation, task and individuals involved.
- * Techniques allow for verbal communication – utilising positive relationships.
- Techniques that do not rely on pain or “locks” for control.
- Staff safety and protection issues addressed – important for staff to have a range of breakaway and release techniques in a serious situation where health and safety are at risk.
- Emphasis on staff awareness and communication skills – verbal and non-verbal used to deescalate a possible crisis situation.
- Following restraint there should be both a supportive and reflective structure for both staff and pupils.
- All incidents involving pupils being physically managed should be reported, recorded, monitored and evaluated.

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. The Headteacher is informed of any

Exceptionality

Collaboration

Integrity

Respect

incident as soon as possible and takes responsibility for making arrangements for debriefing once the situation has stabilised. A member of the teaching staff debriefs the pupil concerned: the debrief includes consideration of the circumstances that precipitated the incident and exploring ways in which future incidents can be avoided. Any other individuals involved in the incident are offered support.

If the behaviour is part of an on-going pattern it will probably be necessary to address the situation through the development or review of an individual behaviour plan (IBP), which may include a risk assessment and possible involvement of external agencies. Behaviour incidences are logged on CPOMS. In the event of any future complaint or allegation this record provides essential and accurate information.

A member of the teaching staff contacts 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.

Complaints and Allegations:

This clear physical intervention and 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 under our Complaints Procedure (September, 2021). If following preliminary investigations, it is deemed necessary, the Headteacher will contact the LADO in line with our Child Protection Policy (September, 2021). It is our intention to inform all staff, pupils, parents and Directors about these procedures and the context in which they apply.

Monitoring:

The senior leadership team monitors the effectiveness of this policy on a regular basis.

This policy should be used in conjunction with:-

- Relationship & Behaviour Policy
- Safeguarding and Child Protection Policy
- Exclusion Policy

Review:

The CEO reviews this policy annually. The CEO may, however, review the policy earlier than this, if the government introduces new regulations, or if the Directors receives recommendations on how the policy might be improved.