

# The Castle Partnership Trust

ACHIEVE | BELONG | PARTICIPATE



**The Castle School**  
ACHIEVE | BELONG | PARTICIPATE



## Restrictive Physical Intervention Policy

**Date: March 2023**

CEO: Sarah Watson

Headteacher at The Castle School: James Lamb

Headteacher at Court Fields School: Polly Matthews

Headteacher at Wellesley Park School: Carly Wilkins

Headteacher at Isambard Kingdom Brunel & Orchard Grove Schools: Richard Healey

**Due for review: Spring Term 2025**

## INDEX

	Page
1. <b><u>INTRODUCTION</u></b>	3
2. <b><u>DEFINITION OF “RESTRICTIVE PHYSICAL INTERVENTION”</u></b>	3
3. <b><u>WHEN THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS MAY BE APPROPRIATE</u></b>	4
4. <b><u>WHO MAY USE RESTRICTIVE PHYSICAL INTERVENTION</u></b>	4
5. <b><u>PLANNING FOR THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS</u></b>	4
6. <b><u>ACCEPTABLE FORMS OF INTERVENTION</u></b>	5
7. <b><u>DEVELOPING A POSITIVE HANDLING PLAN</u></b>	6
8. <b><u>GUIDANCE AND TRAINING FOR STAFF</u></b>	6
9. <b><u>COMPLAINTS</u></b>	7
10. <b><u>POSITIVE HANDLING PLAN (form) - Identification and Assessment of Risk</u></b>	8
11. <b><u>AGREED POSITIVE HANDLING PLAN AND SCHOOL RISK MANAGEMENT</u></b>	9
12. <b><u>COMMUNICATION OF POSITIVE HANDLING PLAN</u></b>	10
<b><u>IR1</u> - INCIDENT REPORT FORM</b>	11

## 1. INTRODUCTION

At The Castle Partnership Trust we believe that students 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 students only will the use of physical intervention be needed, and, on such occasions, acceptable forms of intervention are used.

This policy applies whilst in school and on school trips.

***“The use of force should, whenever possible, be avoided. However, there are occasions when the use of force is appropriate. When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned” (DfES July '02)***

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

All Trust staff need to feel able to manage inappropriate behaviour, and to have an understanding of what challenging behaviours might be communicating. 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. Parents and carers 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.

## 2. DEFINITION OF “RESTRICTIVE PHYSICAL INTERVENTION”

The Law allows for teachers and other persons authorised by the Headteacher to use Restrictive Physical Intervention to prevent a student 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 which is prejudicial to maintain the good order and discipline at each school.

“Restrictive Physical Intervention” is the term used by the DfE to include interventions where bodily contact using force is used. 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 students.

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 students. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. ‘Reasonable in the circumstances’ means using no more force than is needed.

Schools do not require parental consent to use “reasonable force” with regard to a student.

The definition of physical force also includes the use of mechanical devices, 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.

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- vaping materials
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for other items not listed above that are banned under the school rules.

### **3. WHEN THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS MAY BE APPROPRIATE WITHIN THE TRUST**

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 handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain students may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

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

### **4. WHO MAY USE RESTRICTIVE PHYSICAL INTERVENTION IN THE TRUST**

All adult staff, employed by the Trust, are authorised to have control of students, and **must** be aware of this Policy and its implications. In addition the Headteacher at each school may give temporary authorisation to other centrally employed support staff.

We take the view that staff should not be expected to put themselves in danger, and that removing students 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 students.

## **5. PLANNING FOR THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS**

Staff will use the minimum force needed to restore safety and appropriate behaviour.

The principles relating to the intervention are as follows:-

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- staff will only use it when there are good grounds for believing that immediate action is necessary and in the student's and/or other student's best interests
- staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion, and the student will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the unacceptable behaviour
- only the minimum force necessary will be used to prevent severe distress, injury, or damage
- staff will be able to show that the intervention used was in keeping with the incident
- every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- as soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the student to regain self-control
- a distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
- escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- the age, understanding, and competence of the individual student will always be taken into account
- in developing Individual Education/Behaviour Plans, consideration will be given to approaches appropriate to each student's circumstance
- procedures are in place, through the pastoral system in each school, for supporting and debriefing students by the relevant HOH/HOY/pastoral leader, and staff by the member of SLT who links with the area in which the colleague works, after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times
- No member of staff will be required to restrain a student

## **6. ACCEPTABLE FORMS OF INTERVENTION**

- There are occasions when staff will have cause to have physical contact with students for a variety of reasons, for example:
  - to comfort a student in distress (so long as this is appropriate to their age);
  - to gently direct a student;
  - for curricular reasons (for example in PE, Drama etc); In this case the student's permission should be sought prior
  - in an emergency to avert danger to the student or students
  - in rare circumstances, when Restrictive Physical Intervention is warranted.

- In all situations where physical contact between staff and students takes place, staff must consider the following:
  - the student's age and level of understanding;
  - the student's individual characteristics and history;
  - the location where the contact takes place (it should not take place in private without others present).

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 student.

## 7. DEVELOPING A POSITIVE HANDLING PLAN

If a student is identified for whom it is felt that Restrictive Physical Intervention is likely, a **Positive Handling Plan** must be completed by the student's Head of House/pastoral lead, together with link member of SLT. This Plan will help the student and staff 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. The plan will include :-

- involving parents/carers and students 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 experience
- a **record** needs to be kept in the relevant school of risk reduction options that have been examined and discounted, as well as those used
- managing the student, 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 student
- establishing a system to quickly summon additional support
- identifying training needs

*[\*A school may also need to take medical advice about the safest way to hold a child with specific medical needs.]*

## 8. GUIDANCE AND TRAINING FOR STAFF

Guidance and training is essential in this area. We need to adopt the best possible practice. At The Castle Partnership Trust this is arranged at a number of levels including :-

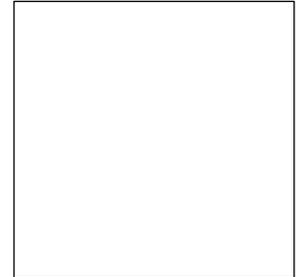
- via the school website for awareness of governors, staff and parents,
- behaviour management for all staff
- managing conflict in challenging situations - all staff
- Team Teach training for specific colleagues

## **9. COMPLAINTS**

It is intended that by adopting this policy and keeping parents/carers and governors informed we can avoid the need for complaints. All disputes which arise about the use of force by a member of staff will be managed by the Headteacher in line with other appropriate policies.

# Positive Handling Plan

*Positive handling plan for assessing and managing foreseeable risks for students who are likely to need Restrictive Physical Intervention.*



**Name of Student:**

**Name of Parent/Carer:**

**Tutor Group:**

**Name of Other Adult(s) involved:**

**Head of House/Head of Year:**

## Identification of Risk

Describe the foreseeable risk (ie what specific behaviours have occurred)	
Is the risk potential or actual? (ie has this happened before)	
List who is affected by the risk	

## Assessment of Risk

In which situations does the risk occur?	
How likely is it that the risk will arise? (ie how often has it happened before)	
How serious are the adverse outcomes?	

**Assessment completed by:** .....

**Date:** .....

**Link SLT:** .....

**Date:** .....

## Positive Handling Plan and School Risk Management

Focus of Measures	Measures to be employed
<b>Proactive interventions to prevent risks</b> <i>(Suggestions might include – TA support, exit card, seating plan, RTL, named staff to go to, gradual reintegration in the classroom, report cards, positive comment book, anger management course)</i>	
<b>Early interventions to manage risks</b> <i>(Suggestions might include – exit card, agreed bolt hole, phone call to reception for SLT back up, RTL, named staff to go to)</i>	
<b>Reactive interventions to respond to adverse outcomes</b>	

**Please ensure that the following is read out in the planning meeting:**

*‘Restrictive Physical Intervention is an act of care and control, not punishment. Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion, and the student will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the unacceptable behaviour.’*

**I have been made aware of the details in the Positive Handling Plan.**

**Parent/Carer:** ..... **Student (if appropriate):** .....

**Head of House/SLT:** .....

***Copies of this plan need to be filed with the PA to the Headteacher, circulated to HOH/HOY and Form Tutor and Incident forms need to be filed in the Main Office and the student file.***

# Communication of Positive Handling Plan and School Risk Management Strategy

Plans and strategies shared with	Communication Method	Date Actioned
<b>Staff Training Issues</b>		
Measures set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		
<b>Actions for the future:</b>		



*Restrictive Physical Intervention Record Form:*

Complete **Sections A-D** as soon as possible after the incident, then pass to the Head teacher.

Use this form to record any restrictive physical intervention.

A) Who carried out physical intervention?

Member of Staff

Other  Please state .....

Surname  Forename  Date of birth

Home Address  Home Telephone Number

Work Base

B) Name of person restrained:

C) Information about the incident  
Where did it happen? Location

Date of incident  Time of incident

Please describe what was taking place and what happened.  
injury

Nature of any

Please also indicate if this is one of a sequence of similar recent incidents.

D) Name of any witnesses

Name	Signature	Date
<input type="text"/>	<input type="text"/>	<input type="text"/>

Name	Signature	Date
<input type="text"/>	<input type="text"/>	<input type="text"/>

Name	Signature	Date
<input type="text"/>	<input type="text"/>	<input type="text"/>

Name	Signature	Date
<input type="text"/>	<input type="text"/>	<input type="text"/>

**Now please forward this form immediately to the Headteacher.**

E) Any actions proposed?

*If actions are required to reduce the risks of recurrences, please list the main measures that you are considering or have already implemented.  
For example: -  
revise relevant risk assessment;  
-refresher training for staff.*

<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>

**Parent/Carer(s)**

**Contacted:**      **By Telephone**       **Meeting Arranged**       **Date:** .....

Signature of Head teacher	Name (block capitals)	Date
<input type="text"/>	<input type="text"/>	<input type="text"/>

**Ten Top Tips:**

1. All adult staff are authorised by the Headteacher to have control of students but no member of staff will be required to use restrictive physical intervention.
2. Avoid force wherever possible.
3. Avoid escalating the situation at all costs.
4. Restrictive physical intervention should be the last resort if a student may hurt themselves or others.
5. Where possible secure the presence of another member of staff.
6. If possible explain to the student that you will need to restrain them to stop them hurting themselves or others. Emphasise that it is to help them not punish them.
7. Use minimum force to restore safety and prevent injury.
8. Never use restrictive physical intervention to force compliance with instructions. It is an act of care and control not punishment.
9. Stop restrictive physical intervention as soon as possible to allow the student to gain self control.
10. Any incident must be reported to a member of SLT as soon as possible after the event.