



# Pilgrims School

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## Physical Contact and Pupil Restraint Policy

July 2021

Next review date: June 2022

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This policy should be read in conjunction with the School's Behaviour and Assertive Discipline Policy and is based on the DfE guidance to Headteachers and school staff entitled "Behaviour and Discipline in Schools" January 2016.

At Pilgrims we accept that physical contact with a pupil may be necessary and beneficial in order to demonstrate a required action, or a correct technique. Any physical contact should be in response to the pupil's needs, of limited duration and appropriate to the pupil's age, stage of development, gender, ethnicity and background. Physical contact can be easily misinterpreted and should be limited. Staff should use professional judgement at all times.

### **When physical contact may be appropriate:**

- Demonstrating actions or techniques in singing and other music lessons or during PE, sports and games.
- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- Providing first aid.
- Assistance with dressing, undressing and toileting (refer to Intimacy Policy)

There remains a common law and child protection 'duty of care' upon all adults in school to protect the wellbeing of all children within school and to intervene as they personally feel appropriate in any given set of circumstances. restraint must only be used as a last resort where there is a developing risk of injury; significant damage to property; or where a pupil is behaving in a way that is causing severe disruption.

All members of staff who may have to intervene physically with pupils must understand the options and strategies open to them. They must understand fully what is acceptable and what is not.

### **What is reasonable force?**

- The term 'reasonable force' covers the broad range of actions that involves 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 distress and injury.

### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force (*Section 93, Education and Inspections Act 2006*).
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on an organised school visit.

### **When can reasonable force be used?**

- a) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- b) In a school, force is used for two main purposes – to control pupils or to restrain them.
- c) The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the child's needs and the individual circumstances. Reasonable adjustments and an individual risk assessment will be considered for a child with SEN and/or a disability associated with extreme behaviour.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

#### **Reasonable force can be used:**

- In self-defence, where risk of injury is imminent; where there is a developing risk of injury to the pupil (himself/herself) or others.
- where the class has been significantly disrupted by a child and they have refused to follow an instruction
- to prevent a pupil behaving in a way that significantly disrupts a school event or a school trip or visit
- prevent a child leaving the classroom / room where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a child from injuring a member of staff or another child, or to stop a fight in the playground.

### **Procedures when using reasonable force**

If a pupil is behaving in a way that might be deemed inappropriate and as a last resort, where physical restraint is used, staff must exercise the utmost care. Prevention of physical harm should be of the primary concern and the following procedure should be adopted:

- Continue to use strategies and techniques to defuse the situation.
- Send for assistance from a senior member of staff.
- Continue to attempt to prevent the incident from escalating.
- Instruct the child who is misbehaving to stop and explain the consequences of failing to comply including making it clear that a restraint procedure will be used.
- Take a calm measured approach so that you do not give the impression that you have lost your temper, are acting out of frustration or intending to punish the pupil.
- Talk through the incident with the child making it clear that any physical contact/restraint will stop as soon as the pupil has complied with the instructions.
- Immediately following any use of physical restraint report the incident as outlined below.

## After the incident

The head must be informed immediately. The circumstances must be recorded using the Physical Intervention Record Forms (Appendix A) as soon as possible stating the time, duration, factual details, injuries, witnesses and further actions or events. The incident should be followed up with time for the adult and child to talk about the situation.

- Provide an opportunity for the member of staff to reflect on the incident
- Allow the member of staff to express their feelings
- Offer the member of staff support and constructive feedback
- Provide an opportunity for the member of staff to identify what they think will be a way forward for both themselves and the pupil.
- Explore the pupil's point of view
- Share the views of the member of staff
- Explore alternative behaviour in future situations
- Develop a plan for the way forward.

Parents will be informed of any incident the same day or as soon as reasonably practical where it has been necessary to restrain their child and invited to discuss the situation further.

## Staff Guidance: Physical Intervention Recording Procedure

Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property. An example where physical intervention may be required includes stopping a child from running or falling into a dangerous area i.e. swimming pool or car park.

All staff are responsible for managing children's behaviour in an appropriate way in line with the school's Behaviour Policy.

- Physical restraint should only be used for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if and when absolutely necessary.
- Staff must provide the utmost care when using any form of physical restraint and must take all reasonable steps to ensure no deliberate pain or discomfort is caused in response to undesired behaviour.
- Staff must not threaten corporal punishment (to cause deliberate pain or discomfort), and must not use or threaten any punishment which could adversely affect a child's well-being.
- A record must be kept of any occasion where physical intervention is used, **and parents and/or carers must be informed on the same day**, or as soon as reasonably practical.
- Any early year's provider who fails to meet these requirements commits an offence.

### **Filling in the incident record:**

1. Physical Intervention Record Forms (Appendix A) are kept in the class/departmental Pastoral Folders
2. Record the child's name, class or room
3. Give a description of what happened and why you intervened
4. Record any visible marks that may occur because of the intervention as you would any other accident where the form states 'Explanation of incident'.
5. Staff member involved in the incident must sign.
6. Room leaders/teachers must be made aware and also sign.
7. Relevant manager/Deputy/Headteacher must also be made aware and sign.
8. So parents are not alarmed, they must be informed on pick up or sooner if appropriate due to level of behaviour displayed. This is very important and they must sign the parent box to say you have informed them.
9. If parents are not picking up they must be informed by phone on the day of the incident and sign the form as soon as possible.
10. If the injury is significant, a parent must be phoned immediately and the time of the phone call recorded on the sheet and in relevant phone log.

### **Logging the Incident**

All incidents must be logged in the Wellbeing Module on iSAMS with Appendix A attached.

The relevant manager will monitor the incident recorded to identify trends or areas of concern – all records will be listed on an incident log

### **Policy Links:**

Behaviour and Assertive Discipline,  
Safeguarding,  
SEND,  
Intimate Care Policy  
Appendix C: Educational Visits Policy and Practice

### **Other information:**

NSPCC leaflet on PE changing rooms

## Appendix A – Incident Log

	Date of incident	Time of incident	Name of child	Physical Intervention Record Form	Class / Room			
				Explanation of incident, what happened leading up to the incident, where it happened/ injury or marks if any.	Staff to sign	Room / Year Leader aware	Deputy / Head / Manager aware	Parents informed - compulsory
1								
2								
3								
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