



Pilgrims School

Physical Contact and Pupil Restraint Policy

June 2022

Next review date: May 2023



Physical Contact and Pupil Restraint Policy

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 either an Individual Provision Plan or an individual Health Care Plan will be considered for a child with SEND 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 themselves, 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. 1-2-3 Magic should be followed (see Behaviour and Assertive Discipline Policy).
- Send for assistance from a senior member of staff – **Other members of staff who have completed Level One Positive Behaviour Training with TEAM TEACH can be called upon to support children and staff as and when it is necessary**
- 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, lost control of the situation, 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.
- Following any use of physical restraint report the incident immediately as outlined below.

After the incident

The first priority is to ensure that everyone involved in the incident is physically and psychologically OK.

Parents must be informed of the situation as soon as is practicably possible and prior to completing the Bound and Numbered Book. Parents should be contacted via telephone by the relevant teacher / line manager, who is fully aware of the situation, and provided with the following information.

- a. When and where the incident took place
- b. Which members of staff were directly involved (anonymised where necessary)
- c. Why they decided that force had to be used
- d. The strategies used to try avoid having to use force

- e. What force was used
- f. Whether there were any injuries
- g. What follow up action (support and/or disciplinary) was taken in relation to their child
- h. A record of this telephone call should be noted on iSAMs providing details as above along with any follow up needed or parental comments.

Where necessary staff should be supported in completing the Bound and Numbered book and any other record keeping ie iSAMs. Staff involved should not feel pressured to complete paperwork until they feel ready, they should be fully recovered and in a calm state of mind before they attempt to do so.

The head must be informed immediately. The circumstances must be logged on iSAMs within the Wellbeing Module and recorded using the BOUND AND NUMBERED BOOK Version 9, at the earliest opportunity usually no later than 24 hours after the incident, 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.

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 and Assertive Discipline 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. A concern will be logged on iSAMs and a record completed in the BOUND AND NUMBERED BOOK Version 9.**
- Any early year's provider who fails to meet these requirements commits an offence.

Filling in the incident record:

2. THE BOUND AND NUMBERED BOOK Version 9 is kept in a locked filing cabinet in the school office.
3. Complete the record **IN FULL**.
 - a. Record; the child's name and age, the name of the person using the measure, the names of any other persons present and also the name of the person completing the record (initials and shortened names should not be used).
 - b. Record the date, time and location.
 - c. Give a description of the behaviours leading up to the use of measure, including what the child was saying.
 - d. Record details of any methods used to avoid the need to use that measure and why the measure was necessary.
 - e. Give a description of the measure used and the effectiveness of the measure.
 - f. Record the duration of any measure of physical restraint or restriction in minutes and any time intervals between provision of active support.
 - g. State any consequences of the use of the measure and describe any injuries to the child concerned or any other person.
 - h. Give a description of any medical treatment offered or administered.
 - i. List any external agencies informed and supporting records.
 - j. Confirm that the person authorised to make the official record has spoken to the child concerned and the person using the measure about the use of the measure and the feelings of them both.
 - k. Record the views of the young person, if age appropriate and any additional comments.
 - l. The records must be named and signed by the person authorised to make the record and the person monitoring the records, the Pastoral and SEND Coordinator.
4. Head Teacher/Deputy Head/Pastoral and SEND Coordinator, Managers/room leaders/teachers must all be made aware of any incidents.

Careful use of Language

It is important to choose words carefully during an incident, in the post incident discussion and in the written report. Record only the facts avoiding any elaboration in greater detail than is absolutely necessary. A succinct account providing clear and accurate information is required rather than verbiage.

The Pastoral and SEND Coordinator will monitor the incident recorded to identify trends or areas of concern – all records will be listed on iSAMs.

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

Team Teach is an accredited provider of behaviour management training, equipping individuals and teams in a variety of settings to deal with challenging situations and behaviours in a way that lead to desirable outcomes and positive relationships.