



Physical Intervention and Reasonable Force Policy

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Physical Intervention and Reasonable Force Policy

Aims

This policy aims to:

- Create a learning environment in which young people and adults feel safe.
- Protect every person in the setting community from harm.
- Protect all students against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful.
- Put in place guidance for staff so that they are clear about the circumstances in which they might use reasonable force to restrain students and how such reasonable force might be applied

At Bhaktivedanta Manor School school we believe that pupils need to be safe, to know how to behave, and to know that the adults around them are able to manage them safely and confidently. Only for a very small minority of pupils will the use of restrictive physical intervention be needed. On such occasions, only acceptable forms of intervention are used.

Statement of Intent

Bhaktivedanta Primary School endorses the non-statutory advice and guidance from the Department of Education for school leaders, staff and Governing bodies, along with any subsequent review recommendations. The School adheres to this government non-statutory guidance and does not adopt a 'no contact' approach, as this breaches the 'duty of care' towards pupils that all our staff hold within the setting

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 an offence
- damaging property (including pupil's own property)
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere

Definition of Reasonable Force and Restraint

The DFE guidance (2013) on the 'Use of Reasonable Force' defines and explains these terms in the following way: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

- 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.

There are two physical interventions that can occur and the School recognises the importance of defining this as an integral part of this policy. These are:

Physical Intervention: The use of force - Challenging Behaviour

- In the context of challenging behaviour, physical intervention with pupils is the positive use of 'reasonable' force (no more force than is needed), in order to avert danger by preventing or deflecting a child's or young adult's action, or by removing the physical object which could be used to harm themselves or others. Force is usually used either to control or restrain. Control means either passive physical contact (standing between pupils), or restraint (physically holding in order to bring a pupil under control). The Setting recognises that the use of force is only lawful if its use is reasonable, proportionate, necessary, and where no more force than necessary is used.

Physical Intervention: The use of force - As an integral part of a child's and or young adult's daily physical management care

- The use of force in this instance is defined by specific individualised programmes as an integral part of a personal care plan.

When a student needs physical intervention as part of his/her daily management plan, a designated member of staff will complete the Risk Assessment with the parent guardian and student

The following legislation applies to this policy: Section 550A of the Education Act 1996, Education and Inspections Act 2006, DfE Non statutory guidance, 'The Use of Reasonable Force Advice for School Leaders, Staff and Governing Bodies', 2013.

Key Principles

Our Physical Intervention and Reasonable Force Policy is based upon a number of principles. In line with the UN Convention on the Rights of the Child, this policy acknowledges that all children and young people have a right to be treated with dignity and respect, and to be protected from their own dangerous behaviour and that of others. The Setting recognises the following:

- Any physical restraint techniques should ONLY be used within an environment which aims to anticipate and defuse; therefore, proactive and preventative approaches need to be used in accordance with the promoting positive Behaviour Policy;
- Physical intervention to control or restrain a student should be used as a last resort when other appropriate strategies have failed and should take into consideration the following: student need, age and stage of development;
- Any techniques involving physical intervention i.e. either to control or restrain a student should observe certain principles of minimal reasonable force;
- When the use of physical force is necessary to address challenging behaviour, it must be reasonable, proportional in the circumstances and maintain the safety and dignity of all concerned. It should be used in a manner which is consistent with the statutory duty upon schools to safeguard and promote the welfare of pupils and their staff.
- All incidents of physical intervention or reasonable force are recorded and reported to the Head teacher
- Parents are informed of each incident

Roles and Responsibilities

The governing body and the Principal will ensure that all staff are clear about what constitutes appropriate behaviour and professional boundaries. The maintenance of this good practice is important both to protect children and minimise the risk of allegations being made against staff.

Safer working practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/ school code of conduct / staff behaviour policy and

Safer Working Practices Consortium document:

http://www.thegrid.org.uk/info/welfare/child_protection/allegations/safe.shtml

All staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. The following staff (as well as the teachers employed at the school) are authorised by the Headteacher to have control of pupils, and must be aware of this policy and its implications. However, non-inclusion on this list does not mean that an adult is necessarily barred from using physical intervention. If the Head has lawfully placed an adult in charge of pupils then that adult will be entitled to use Restrictive Physical Intervention

We take the view that staff should not be expected to put themselves in danger and that removing other pupils and themselves from risky situations may be 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 pupils.

Names of Authorised staff

- Teachers
- All support staff

The power may be used where the pupil (including a pupil from another school) is on the school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit).

Staff members can sometimes be worried that using force will lead to false allegations of unreasonable or unlawful conduct in the form of a complaint or legal action. However, if the force used is reasonable, all staff will have a robust defence against any accusations. This policy and related use of force guidance is intended to help staff feel more confident about using force when they think it is right and necessary.

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, fireworks, pornographic images and 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 items banned under the school rules.

The setting will endeavour to ensure that all staff know and understand their roles and responsibilities in relation to the management of students. Legislation allows 'members of staff' to use 'reasonable force' and defines a member of staff as 'any teacher who works at the school and any person who, with the authority of the Head, has lawful control or charge of students at the school'. The Head will confirm with all staff whether they meet the terms of this definition.

Staff will be made aware of individual students who are considered likely to pose serious behavioural problems or violence.

The Head/SENCO will keep staff informed about students with special educational needs who may require special attention with regard to their physical management. Staff will consult with the Head/SENCO regarding any concerns that they have about the physical management of students with special educational needs.

Designated staff will monitor and analyse the behaviour patterns of students and will use this information to feed into other teaching and learning approaches, provision development and strategies to encourage positive behaviour management, including de-escalation techniques.

Our Approach

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 Behaviour Policy. It is not possible to define every circumstance in which physical

intervention or restraint would be necessary or appropriate. The DFE Guidance 2013 on 'Use of reasonable force' states that schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow and instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event, trip or a 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; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment - it is always unlawful to use force as a punishment.

It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

Staff exercise their own professional judgement in situations which arise within the above categories. Staff act within our school's policy on behaviour and discipline, particularly in dealing with disruptive behaviour. Once again it is stressed that physical intervention is only used when all other strategies have failed to have the desired effect on a pupil's behaviour.

NB It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary include:

- 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
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid.
- In an emergency to avert danger to the pupil or pupils

Staff are aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They therefore take reasonable action to ensure the safety and well-being of all pupils. This being said staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Not all children feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, adults should seek the pupil's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed. Staff should acknowledge that some pupils are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. Staff should listen, observe and take note of the child's reaction or feelings and, so far as is possible, use a level of contact and/or form of communication which is acceptable to the pupil.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil, in one set of circumstances, may be inappropriate in another, or with a different child. In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- The pupil's age and level of understanding

- The pupil's individual characteristics and history
- The duration of contact
- The location where the contact takes place (it should not take place in private without others present)

In Bhaktivedanta Manor School the teachers can hug the children in family/friendly way and the parents are aware of this.

Guidance for preventing the need for physical intervention and the use of force when managing challenging behaviour

The Setting recognises that consistency in staff approaches towards the management of behaviour, are key to promoting good behaviour. Techniques to de-escalate a problem should be used first, wherever possible. The following actions should also be used to reduce the risk of escalation:

- Move calmly and confidently;
- Make simple, clear statements; the appropriate use of language, gestures and communication support aids, positive tone of voice and non-threatening body stance;
- verbally or responding by gesture, including British sign language or Makaton sign language, PECS (Picture Exchange Communication System) or tactile communication systems) to acknowledge the child's distress/anger and attempting to calm the heat of the moment;
- listening and/or observing and reassuring;
- negotiating with all parties in different forms;
- asking/requesting in different forms, onlookers to ignore an escalating situation and in some circumstances asking/requesting them to leave the scene;
- respecting the dignity of all concerned;
- taking the child's problem seriously
- Try to maintain eye contact;
- If necessary summon help before the problem escalates; and
- If possible, remove the audience from the immediate location

Guidance when using Physical Intervention: Reasonable Force- Control and Restraint

Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result. Force is generally used for two different purposes – to *control* students and to *restrain* them.

- Control can mean either passive physical contact (e.g. standing between students or blocking a student's path) or active physical contact (e.g. leading a student by the hand or arm, or ushering a student away by placing a hand in the centre of the back).
- When members of staff use "restraint" they physically prevent a student from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two students are involved in a fight and physical intervention is needed to separate them

Some examples of situations where reasonable force might be used are:

	Examples
Where action is necessary in self-defence or because there is an imminent risk of injury	<ul style="list-style-type: none"> • a student attacks a member of staff or another student • students are fighting • a student absconds from a class or tries to leave setting - this will only apply if a student could be seriously at risk if not kept in the room or at setting

Where there is a risk of significant damage to property	<ul style="list-style-type: none"> • a student is engaged in, or is on the verge of committing, significant damage or vandalism to property • a student is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
Where a student is behaving in a way that is severely compromising good order and discipline.	<ul style="list-style-type: none"> • a student is behaving in a way that is severely disrupting the setting

The purpose of any intervention is to restore safety. Physical intervention i.e. to control or restrain, should not be continued for longer than is necessary.

Physical interventions should never be used in anger and staff should make every effort to avoid any injury to the child. Brief periods of withdrawal away from the point of conflict into a calmer environment may be more effective for an agitated student than holding to control a student or restrain them.

Before intervening physically, a teacher should, wherever practical, tell the pupil who is misbehaving to stop, and what will happen if he or she does not.

In the exceptional circumstances when physical restraint or intervention becomes necessary, staff will follow the procedure below

DO	DO NOT
<ul style="list-style-type: none"> • Summon another adult. (Another adult should be present if physical restraint of any kind needs to be applied.) Send another student to alert a member of the senior leadership team. • Continue to talk to the pupil in a calm way throughout the incident. Use simple and clear language • Tell the pupil what s/he must do for them to remove the restraint (this may need frequent repetition) • Make it clear that physical intervention will cease as soon as it is no longer necessary. • Use the minimum force necessary • Be aware of any feelings of anger • Hold limbs above a major joint if possible e.g. above the elbow • Relax the restraint in response to the pupil's compliance 	<ul style="list-style-type: none"> • Try to manage on your own • Stop talking even if the pupil does not reply • Act in temper • Allow a prolonged verbal exchange with the pupil • Involve other pupils in the restraint • Use physical restraint or intervention as a punishment • Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct • Twist or force limbs back against a joint • Bend fingers or pull hair • Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck • Slap, punch, kick or trip up the pupil

The teacher should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraining will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and teachers should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the pupil.

Restraint or reasonable force should be witnessed by another responsible adult. Staff should use the red card system to call for another adult if reasonable force is needed and another adult is not available in the area.

A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of anger or frustration when handling a problem. Whilst limiting damage to property and/or persons, it is advisable not to 'corner' or give the child a feeling of being 'trapped' in any way as this can often inflame reactions. Where possible, allow the child space to move. SEE ALSO APPENDIX 3 FOR KEY PRINCIPLES TO OBSERVE WHEN APPLYING RESTRICTIVE PHYSICAL INTERVENTION

Actions after an Incident

Physical restraint often occurs in response to highly charged emotional situations and there procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times. Appropriate follow-up action may include:

- a. providing medical support;
- b. providing respite for those involved; and
- c. accessing external advice/support.

The following procedure will be followed in our school after an incident,

- The Headteacher is informed of any incident as soon as possible and takes responsibility for making arrangements for debriefing once the situation has stabilised.
- An appropriate 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 ongoing 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, an anger management programme and possible involvement of external agencies.

Recording Incidents

From September 2010, governing bodies must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a student, and for reporting these incidents to the student's parents as soon as practicable after the incident.

Our staff will use the Recording form in appendix 1, which will include the following relevant information;

- the name(s) of the pupil(s) involved, and when and where the incident took place
- the names of any other staff or pupils who witnessed the incident
- the reason that physical intervention was necessary (e.g. to prevent injury to the pupil, another pupil or member of staff)
- how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of physical intervention used, how that was applied, and for how long
- the pupil's response and the outcome of the incident
- details of any injury suffered by the pupil, another pupil or a member of staff and of any damage to property
- For a critical incident, support for the young person and member of staff is available from the Education Psychology Service. It should be noted that the monitoring process will inform risk assessment and risk management

The completed form will be passed to the Headteacher in the first instance and finally filed by the DSL as part of our safeguarding procedures

Procedure for reporting an incident

- The member of staff involved in the incident and any other adults present complete an incident report within 24 hours of the incident taking place
- The member of staff with lead responsibility for safeguarding checks the records. It is important that this information is treated in confidence.
- Parents should not be given a copy of the incident record as a matter of course, but they should be told when and where the incident took place, why it was decided that force had to be used and the strategies used to try to avoid having to use force, what force was used, whether there were any injuries and what follow-up action (support and/or disciplinary) was being taken in relation to their child.
- Ordinarily the full names of those involved in the incident should not be disclosed in the report. However, the student may give this information to the parent or the parent can request the information from the setting. The school should deal with these requests in accordance with the GDPR (2018)

The governing body will take all reasonable steps to ensure that staff follow the procedure. This is to ensure that parents are kept informed of serious events at school concerning their child. If reporting the incident to a parent would be likely to result in significant harm to the student, then the incident must be reported to the local authority where the student normally lives

A copy is filed in the child's appropriate file and a central copy is kept by the Designated Safeguarding Lead

A member of the teaching staff, as directed by the Head teacher/DSL, 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. A formal letter to notify of the incident will be given to parents –see appendix 2

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) 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

Staff Training

Professional development in the area of physical interventions is revisited on a regular basis. It is an important element of our induction process and training sessions and new staff will be given a copy of the policy as part of their induction, along with the school Behaviour Policy.

We need to adopt the best possible practice in Bhaktivedanta Manor school and recognise that it is essential that it is arranged for all staff at a number of levels including :-

- Awareness of issues for governors, staff and parents,
- Behaviour management techniques for all staff
- Managing conflict in challenging situations - all staff

In this regard all the staff will be given the given the following training online training.

<https://www.ndonlinetraining.co.uk/v-courses/health-and-social-care/positive-handling-schools/>

Complaints and Allegations

This clear physical intervention and reasonable force 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. If following preliminary investigations it is deemed necessary, the Headteacher will contact the LADO in line with our Child Protection Policy and Procedures.

Implementation, Monitoring and Review

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply. This policy should be read in conjunction with the following policies:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Guidance for Safer Working Practice for Adults who Work with Children and Young People in School Settings (June 2014)

The Head teacher is responsible for the implementation of this policy on a day to day basis. The link Governor for Safeguarding will monitor the implementation of the policy and report to the full Governing Body

APPENDICES

Appendix 1: Use of Reasonable Force Recording Form

Appendix 2: Sample letter to parents following an incident

Appendix 3: Physical Intervention: Observation of Principles

OTHER RELEVANT ADVICE AND REFERENCES

- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)
- Screening, searching and confiscation – advice for headteachers, staff and governing bodies.
- Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools
- Police and Criminal Evidence Act 1984 (PACE) Code G: Revised Code of Practice for the Statutory Power of Arrest by Police Officers

APPENDIX 1: USE OF REASONABLE FORCE: INCIDENT RECORD FORM

RECORD OF POSITIVE PHYSICAL HANDLING / RESTRAINT FORM		
Child's / Young Person's Name		Date
Time	Location of Incident	Report Compiled by
ANTECEDENTS (events leading up to the incident):		
BEHAVIOUR (how did the pupil respond, describe what actually happened):		
CONSEQUENCES (how did staff intervene, how did the pupil respond, how was the situation resolved):		
NAMES OF THOSE INVOLVED (staff and pupils)		
NAMES OF WITNESSES (staff and pupils)		

WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS? (tick below):

verbal advice and support []	choice/limits/consequences []	humour []
reassurance []	distraction []	contingent touch []
calm talking/stance []	planned ignoring []	transfer adult []
time out directed []	take up time []	success reminder []
time out offered []	negotiation []	other (pls specify)

WHY WAS THE DECISION MADE TO USE RESTRAINT?

- To prevent child / young person from causing injury to him/herself? []
- To prevent child / young person from causing injury to others? []
- To prevent child / young person from causing damage to property? []
- To prevent child / young person from causing serious disruption? []
- To prevent child / young person from running away? []
- Other? (Please specify) []

DESCRIPTION OF PHYSICAL RESTRAINT HOLDS USED: (Please include approx. time span of any holds)**CHILD'S VIEWS**

Report read and discussed with child Yes [] No []
 Child / young person agrees with content Yes [] No []
 If no, what is the child's/young person's view? / If yes, does the pupil have any comment?

Did the child / young person suffer any injuries as a result of this incident? Injury location and description**Did staff or others suffer any injuries as a result of this incident? Injury location and description****POST INCIDENT INFORMATION****Was any post-incident support offered and given to the child / young person?**

- a) De-brief with adult []
- b) Other (please specify) []
- c) Offer declined by child / young person []

Was any post-incident support requested by and given to member of staff / other adult?

- a) De-brief with colleague []
- b) De-brief with Headteacher []
- c) Occupational Health Counselling []
- d) Not requested []

Parent/Carer Views**Any information about incident shared with staff not involved in it and external agencies and why?**

Report compiled by:	
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Name and role: Date:	
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Report countersigned by:	
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Name and role: Date:	
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APPENDIX 2: SAMPLE LETTER TO PARENTS

Dear

I would like to inform you that _____ was involved in an incident today and needed physical intervention to manage the situation. I would like to invite you into school to discuss the incident. This might include writing / revising an IBP (Individual Behaviour Plan) in case further intervention is needed in the future. Please get in touch with me as soon as possible so that this may be arranged.

Yours sincerely,

APPENDIX 3: PHYSICAL INTERVENTIONS-OBSERVATION OF PRINCIPLES

Staff will use the minimum force needed to restore safety and appropriate behaviour. When considering the use of Restrictive Physical Intervention there are only 3 components that can be judged as wrong.

- If there is a negative impact on the process of breathing
- The pupil feels pain as a direct result of the technique
- The pupil feels a sense of violation

Elevated risks

The following can result in a sense of violation, pain or restricted breathing

- The use of clothing or belts to restrict movement
- Holding a person lying on their chest or back
- Pushing on the neck, chest or abdomen
- Hyperflexion or basket type holds
- Extending or flexing of joints (pulling and dragging)

The following can result in significant injury:

- Forcing a pupil up or down stairs
- Dragging a pupil from a confined space
- Lifting and carrying
- Seclusion, where a person is forced to spend time alone against their will (requires a court order except in an emergency)

The principles relating to Restrictive Physical 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
- Restrictive Physical Intervention will only be used in circumstances when one or more of the legal criteria for its use are met
- Staff will only use force when there are good grounds for believing that immediate action is necessary and that it is in the pupil's and/or other pupils' best interests for staff to intervene physically.
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion. The pupil will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the dangerous behaviour
- Staff will use the minimum force necessary to ensure safe outcomes
- Staff will be able to show that the intervention used was a reasonable response to 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 pupil 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 pupil will always be taken into account
- In developing a risk reduction plan, consideration will be given to approaches appropriate to each pupil's circumstance

The use of force should always be 'non-harmful.' The use of force as a punishment or to intentionally cause pain, injury or humiliation, such as the examples below, (which are not exhaustive), are not be permitted under any circumstances:

- holding around the neck;
- any hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints;
- tripping;
- holding by the hair; and
- holding the student face down on the ground.

Physical intervention may involve staff in:-

- holding
- pushing
- pulling

Staff must always avoid touching or holding a student in a way that might be considered indecent.

Where a student has caused actual harm or injury, details will need to be recorded using the school accident reporting procedures