

LANGLEY SCHOOL
Policy for the Use of Restrictive Physical Interventions

Principles

- Wherever possible the use of restrictive physical interventions should be avoided.
- There are times when the use of restrictive physical interventions is appropriate.
- When it is necessary to use restrictive physical interventions it should be used in a way that maintains the safety and dignity of all concerned.

Adults will always try to deal with incidents in accordance with the Behaviour Policy – disapproval, sanctions, referral to a senior member of staff. We believe that it is important to keep the response to an appropriate level and to consider the individual child's special needs and level of understanding. They will be given the opportunity to comment and reflect.

Some pupils who display difficult and disruptive behaviour may have an Individual Behaviour Management Plan. Where positive handling is to be used as a named strategy with an individual, they should also have a Team Teach plan (the method of positive handling used in school) which should be shared and agreed by parents. Such plans need to be shared with all staff including pupil escorts and lunchtime supervisors, so that all adults are consistent in their approach.

Although there is no legal definition of 'reasonable force', Section 93 of the Education and Inspections Act 2006 strengthens the legal power for school staff in their use of force to prevent pupils from committing a crime, causing injury, damage or disruption.

In the context of the Human Rights Act (1998) and The United Nations Convention on the Rights of the Child (ratified 1991) we recognise that every adult and child at Langley is entitled to:

- Respect for his/her private life
- The right not to be subjected to inhuman or degrading treatment
- The right to liberty and security
- The right not to be discriminated against in his/her enjoyment of those rights

A restrictive physical intervention should always be used in a way that is sensitive to and respects the cultural expectations of pupils and the attitude towards physical contact. All restrictive physical intervention will avoid contact that might be misinterpreted as sexual. The decision to use a restrictive physical intervention will only be used as part of a holistic strategy, based on an assessment of the risks associated with the intervention, compared to the risks of not employing the intervention. Staff will always employ the minimum force for the shortest period needed to prevent injury and maintain safety consistent with appropriate training they have received. Emergency use of a restrictive physical intervention may be needed when a pupil behaves in a way that has not been foreseen by the risk assessment. Before using

restraint in an emergency the person concerned should be confident that the adverse outcomes (e.g. injury or distress) will be less severe than the adverse consequences that might have otherwise occurred.

The use of a restrictive physical intervention should be recorded as soon as possible on the Incident sheets by the person(s) involved. All recordings must be made within 24 hours of the incident. These are kept in the Pastoral Room and collated by the Pastoral Support TA.

The written record should state:

- The names of the staff and pupil(s) involved
- The reason for using a physical intervention
- The type of physical intervention employed
- The date and duration of the intervention

Following an incident when a restrictive physical intervention has been employed staff and pupils will be given separate opportunities to talk about what happened in a calm and safe environment. Parents/carers should always be informed as soon as possible, preferably by telephone or alternatively by letter, detailing the incident and the restrictive physical intervention that was employed. If this is happening on a regular basis a Positive Handling Plan should be written and shared with the parents/carers and staff.

If a member of staff is injured during an incident an accident form should be completed. This is kept on record in school.

Maggie Sheldon
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Deb Dolan
June 2009

Reviewed and amended
Lynne O'Dea
May 2012

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