



# Restrictive Physical Intervention Procedures 2025-28

Next review: June 2028

Hodnet Primary School recognises that there are occasions when the use of reasonable force to control or restrain pupils is necessary. This policy is intended to raise staff awareness of the possibility of such occasions and planning a response if such action is required.

### **Safeguarding statement of intent:**

Safeguarding all our children is of paramount importance to us therefore, all necessary risk assessments are carried out prior to any activity and full DBS checks are carried out when recruiting new staff or welcoming volunteers and visitors. We are a 'Safer School' and staff and governors who are involved in the recruitment process have attended Safer Recruitment Training. New staff are made aware of all the related Safeguarding documents including the Child Protection policy as part of the induction process and all staff receive Child Protection Awareness training regularly.

### **Definitions:**

**Control** means either passive physical action, 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 back under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

**Reasonable** means using no more force than is needed.

Objectives of using reasonable force:

- They key objective in using any form of control or restraint is to maintain the safety of pupils and staff
- Secondly, the use of control or restraint may be used to prevent serious breaches of school discipline
- Thirdly, the use of control or restraint may be used to prevent serious damage to property.

Minimising the need to use reasonable force:

All staff should work together to:

- Create a calm environment that minimises the risk of incidents that might require using force.
- Teach pupils how to manage conflict and strong feelings
- De-escalate incidents as they arise
- Only use force when the risks involved in doing so are outweighed by the risks involved in not using force.

### **Restrictive Physical Intervention and SEND**

Measures should be taken to accommodate children with SEND when considering forms of restraint and their needs.

The government paper ***Reducing the Need for Restraint and Restrictive Intervention Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings (2019)*** suggests that tailored support should be considered:

*for individual children and young people that takes account of their particular wishes, vulnerabilities, learning disability, medical condition or impairments, and their interaction with the environment in which they are taught and cared for and responds to their growth and development over time.*

Safety of all children however is paramount whilst due consideration to children with SEND must be given.

**Staff authorised to use reasonable force:**

Routinely, only those staff who have been employed in “safe handling techniques” will restrain pupils. However, all employees at Hodnet Primary are authorised by the Headteacher to use reasonable force to control or restrain pupils should the need arise, under their duty of care requirements to keep pupils safe.

When reasonable force can be used:

Reasonable force can be used to prevent pupils:

- From hurting themselves or others
- From damaging property
- From causing disorder

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

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

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so and their behaviour poses a risk to others or themselves
- To prevent a pupil behaving in a way that disrupts a school event, trip or visit
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or to lead to behaviour that disrupts the behaviour of others
- To prevent a pupil attacking a member of staff or another pupil
- To keep a pupils safe if they are at risk of harming themselves through physical outbursts.

**Force will never be used as a punishment – this is unlawful.**

Application of force:

Only the minimum force necessary should be used and for the least amount of time necessary. Listed below are the examples of force that may be used but no form of restraint should be used that is likely to injure the pupil (particularly anything what could constrict breathing).

***As far as possible, staff should not use force unless, or until, another responsible adult is present to support, observe and call for assistance.***

The following are examples of ‘force’ that may be used in exceptional circumstances:

- Physical interposing between pupils
- Blocking a pupil’s path
- Leading a pupil by the hand or arm
- Ushering a pupil away by placing a hand in the centre of the back
- In more extreme circumstances using restrictive holds (Positive Handling/MAPA holds)

Restrictive holds staff trained to use are listed in the table below

Single person Walking Escort	Escort to be carried out when child is compliant, therefore no force is needed. Escort/guide to be carried out for the purpose of protection or guidance. Staff are stood to the right side of the child, with the left arm going behind the child,
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	placing the hand on the child's lower back – no pressure applied, merely used as a prompt. The right hand is then placed on the outside of the child's right hand, as a guide.
Walking Escort	Escort to be carried out when child is compliant, therefore no force is needed. Escort/guide to be carried out for the purpose of protection or guidance. Hands are used as guide to prompt and support, no pressure applied. A two person walking hold.
Supportive Walking Escort	Used to support someone who may be unstable on their feet and / or to assist them in walking. Two staff members required to support the person at either side. Person 1 - Stood to the right of the child, placing their left arm behind the child, crossing over the child's lower back and putting hand onto the child's hip. The right hand then holds the child's right wrist/forearm in a loose hold, no thumb or fingers gripped. Person 2 Stood to the left of the child, placing their right arm behind the child, crossing over the child's lower back and putting hand onto the child's hip. The left hand then holds the child's left wrist/forearm in a loose hold, no thumb or fingers gripped.
Seated hold	Used to support someone and keep them safe in a seated position. Two members of staff required. Person 1 – is sat to the right side of the child, their left hand holds the child's right lower forearm with staff's forearm resting on child's outer upper forearm. Loose hold, no thumb or fingers gripped. Person 2 – is sat to the left side of the child, their right hand holds the child's left lower forearm with staff's forearm resting on child's outer upper forearm. Loose hold, no thumb or fingers gripped.
Seated hold high risk	Person 1 – is sat to the right side of the child, left hand comes under child's right arm pit and holds child's right lower forearm, loose hold, no thumb or fingers gripped. Staff right hand crosses their body to cup child's right hand. Child's right arm is bent at the elbow and raised slightly back to open their chest cage. Person 2 – is sat to the left side of the child, right hand comes under child's left arm pit and holds child's left lower forearm, loose hold, no thumb or fingers gripped. Staff left hand crosses their body to cup child's left hand. Child's left arm is bent at the elbow and raised slightly back to open their chest cage.

### **Practical considerations:**

Before intervening physically an adult, will, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if s/he does not. The adult should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact of restrain will stop as soon as it cease to be necessary. A calm and measured approach to a situation is needed and adults should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish a pupil.

An adult should not intervene in an incident without help if s/he believes that there is a risk of personal injury. The age and level of understanding of the pupil and the severity of the incident are important factors to consider. Staff must always bear in mind their legal duty to make reasonable adjustments for disabled children and children with SEN.

### **Recording Incidents:**

All incidents which necessitate the use of force to control pupils **must be reported** by the staff members involved as soon as possible to the Headteacher, if the Head is off site the Deputy will deal with the situation and will inform the Head on the same day. An incident record sheet will be completed and filed in the child's personal file on CPOMS and a record kept in the Behaviour log file which is shared with governors termly.

Pupil voice will be recorded after the event alongside an injury check. The parent/carers will then be asked to sign the paperwork to confirm the actions of the day and any injuries to pupils or staff can be discussed.

***Parents/Carers will always be informed of such incidents on the same day.***

### **Post Incident Support**

Serious incidents that require the use of force can be upsetting for all concerned and may result in injuries to the pupil or staff. Immediate action will be taken to ensure first aid or medical support is administered. It is also important that staff and pupils are given emotional support. This includes children who may have witnessed the incident.

Class teachers will use their professional judgement in deciding how to respond e.g. through class PSHE, groups sessions or individual support.

The parents/carers of the pupil concerned will be included in discussions about further actions and support. An Individual Education or Behaviour Plan will be set up if the child does not already have one. The plan will include strategies to prevent or deal with the reoccurrence of incidents requiring the use of force.

The Headteacher with the SENDCo will decide whether other agencies need to be involved e.g. Behaviour Support or CAMHS/BEEU. The pupil will be required to recognise and repair damage caused, whether emotional or physical, including relationships with staff and pupils affected by the incident, and to develop their social and emotional skills. In some cases the decision may be taken to exclude the pupil.

### **Support and Training**

Staff have been trained in positive handling techniques, this includes one- and two-person walking, standing and seated holds. Garry Dean from Shropshire Council also provided MAPA® (Management of Actual or Potential Aggression) holds training. Training is reviewed based on need.

### **Dealing with allegations/complaints:**

If a specific allegation of abuse is made by a pupil or parent against a member of staff the procedures in Dealing with Allegations of Abuse Policy will be followed. Other complaints will be dealt with under the School Complaints Procedure.

### **Monitoring, evaluation and review**

This will be reviewed every two years.

Ref: Use of reasonable force, Advice for Head teachers, staff and Governing Bodies; DfE July 2013

## Risk assessment for Restrictive Physical Intervention

Risk	Likelihood	Impact on class	Impact on school	Risk management approach	Warning signs
<p>Child unable to settle and comply with teachers or TA's instructions or unable to take part in classroom activities with other children</p>	<p>LOW</p>	<p>LOW</p>	<p>LOW</p>	<p>Calmly talk to child, distraction</p>	<p>Low level disruption.</p>
		<p>HIGH</p>	<p>Medium/high</p>	<p>Withdrawal from class. Talk to child giving explanation. Holding hands as a comfort and low level restraint (as discussed by parents) Briefly eg) hand on leg to stop kicking as agreed by parents</p>	<p>Kicking under table. Fidgeting Demanding, swearing, Becoming louder Refusal to concentrate</p>
		<p>HIGH</p>	<p>High</p>	<p>Child may be excluded. Incident would be dealt with and exclusion procedures followed by the Head Teacher in line with policy and guidelines.</p>	<p>Shouting, swearing, refusal to comply Kicking Hitting other children ad/or adults or throwing objects or furniture</p>



## Record of restrictive physical intervention

Day and Date		Time
Child's name:		Staff member involved:
Brief description of incident and exact location.		
Conditions (weather, lighting, surface)		
What led to the incident?		
How were you alerted to the incident?		
Witnesses and people involved? give details		
What verbal/physical interventions were attempted?		
How was the incident resolved?		
Any emergency action taken.		
Consequences (eg) injuries, damage to property		
Person's notified of incident Full name, date, time		
Pupils voice		
Person's receiving a copy of this report		
Signature, date and time		

