



**KING EDWARD VI**  
HIGH SCHOOL

ADDRESS: Dryden Crescent, Stafford, ST17 9YJ  
TEL: 01785 258546  
WEB: [www.kevi.org.uk](http://www.kevi.org.uk)  
EMAIL: [headteacher@kevi.org.uk](mailto:headteacher@kevi.org.uk)  
HEADTEACHER: Mr J Christey

# **KING EDWARD VI HIGH SCHOOL**

## **RESTRICTIVE PHYSICAL INTERVENTION POLICY**

**Encouraging and supporting all our learners to  
"Be the best that they can be"**

**Headteacher**

**Mr J Christey**

**Governor**

**Mr C Soutar**

**Review Date**

**Every 3 years or as legislation changes**





## **School Values and Policies**

The school Behaviour Policy outlines how staff at King Edward VI High School create and maintain good order and relationships through positive approaches. These approaches are successful for the vast majority of the time. This policy on the use of restrictive physical intervention supplements the Behaviour Policy. Both should be read in conjunction with the school SEND Policy, Health and Safety Policy, Safeguarding and Child Protection Policy and the Staffordshire model policy on Restrictive Physical Intervention.

### **Purpose of the Policy**

This policy aims to give all members of the school community clear guidance so that any physical intervention that they undertake is carried out in a way that supports the values and principles described above. In particular, it aims to:

- Describe the circumstances in which restrictive physical intervention is an appropriate response.
- Make restrictive physical intervention as safe as possible for staff and pupils.
- Ensure that the safety of staff during restrictive physical intervention is of equal importance to the best interests of pupils and both take priority over care of property.
- Indicate how staff at school will fulfil their responsibilities in those circumstances.

The Headteacher will be responsible for ensuring that staff and parents are aware of the policy and ensure that any necessary training or awareness raising takes place so that staff can know their responsibilities.



## **Objectives of the Policy**

The policy objectives are:

- That all methods of restrictive interventions are used as infrequently as possible.
- That restrictive interventions, when used, are used in the best interests of the individual service user or pupil.
- Every reasonable effort is made to minimise risk, harm or injury to anyone involved and that the need to maintain an individual's respect, dignity and welfare is maintained.
- That restrictive physical intervention is risk assessed where possible, so that the impact of the restrictive intervention will be minimised when key factors are evaluated and a planned approach is taken to incidents where possible.

## **Physical Touch and Definitions of Terms**

The staff at King Edward VI High School believe that physical touch is part of human relationships. In school adults may well use touch to prompt, to give reassurance, or to provide support/guidance in PE.

To use touch or physical support successfully staff will adhere to the following principles. It must:

- be non-abusive, with no intention to cause pain or injury
- be in the best interests of the child and others
- have a clear educational purpose (e.g. access the curriculum or to improve social relationships)
- take account of gender issue



At King Edward VI High School, the SENCO is responsible for ensuring that the relevant staff are aware of any pupil who finds physical touch unwelcome. Such sensitivity may arise from the pupil's cultural background, personal history, age, etc.

Handling refers to any physical intervention applied by a member of staff where it necessary to make physical contact with a student in order to manage their conduct or ensure their own or others safety. Handling strategies may be restrictive or non-restrictive and include shepherding, guiding, supporting, blocking, confining, holding and, in the most extreme cases, restraining.

Use of Reasonable Force – is the application of appropriate and proportionate force required to achieve the required outcome from the handling strategy employed (see above) without further endangering the student, member of staff or others present at the time of physical intervention.

Restraint - is the positive application of force in order to actively prevent a child from causing significant injury\* to him/herself or others or seriously damaging property.

\*Significant Injury would include: actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and self-poisoning or self-harming. It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, significant injury would have followed.





## What is meant by Physical Intervention?

It is helpful to distinguish between:

Definition	Example	
<p>Non-restrictive physical interventions.</p> <p>This is where the service user / student can move away from the physical intervention if they wish to</p>	<p>Either where the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish</p>	<p>Non Restrictive examples include: physical presence, non-verbal prompts and directions touch or prompting guiding or shepherding a person from A to B disengagement</p>
<p>Restrictive physical intervention by Staffordshire County Council definition is</p> <p><i>"Any form of restrictive intervention, be it physical, mechanical, chemical, environmental or social / psychological intervention, which is designed and used (intentionally or unintentionally) to limit or restrict another's liberty"</i></p> <p>BILD (2006) Good Practice in Physical Intervention: a guide for staff and managers</p>	<p>Prevent, or significantly restrict freedom of movement of an individual.</p> <p>Restrictive interventions generally carry a higher risk and require a greater degree of justification</p>	<p>For example:</p> <p>escorting and manoeuvring temporary physical containment or holding blocking a person's path seclusion – isolation a child full restraint – holding a child</p>



And between:

Emergency / unplanned interventions	Occur in response to unforeseen events
Planned interventions	In which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment and recorded in an individual plan for the management of a pupil

### **When is Restrictive Physical Intervention permissible at King Edward VI High School?**

Restrictive physical intervention is rarely used at our school. However, it will be necessary when its aim is to prevent a pupil injuring themselves or others. (for example, pupils throwing a heavy object at / near expensive computer equipment) (Section 550A, DFES Circular 10/98)

Physical restraint using reasonable force will only be used when other behaviour procedures have failed and it is obvious that a child is at risk of harming themselves or others (including adults) or seriously damaging property or in emergency situations.

There is no legal definition of reasonable force. The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The degree of force used must be in proportion to the circumstances of the incident and seriousness of the behaviour or the consequences it is intended to prevent. Any force must always be the minimum needed to achieve result over the shortest possible time.

Section 550A also allows the use of force "to prevent a pupil from engaging in any behaviour prejudicial to maintaining good order and discipline". However, the use of restrictive physical intervention for this purpose is acceptable only in rare circumstances at King Edward VI High School.



## **Risk Assessment**

Whenever it is foreseeable that a service user or student might require a restrictive physical intervention, then a risk assessment must be completed. It is essential that the outcomes of any assessment are made known to all relevant staff and other parties such as parents/carers. The assessment process is the same as for assessing any other form of risk and should be documented on an Individual Risk Assessment Form.

When undertaking this assessment:

- involve relevant agencies who may have an involvement with the individual, and their family members
- involve key people such as health professionals, social workers, psychologist etc. where necessary
- identify behaviours and settings that result in harm or damage from past incident reports and records
- determine how likely an incident needing restrictive physical intervention is to occur
- identify the degree of potential harm or damage resulting from not intervening
- document the agreed management strategies and risk levels
- if risks of intervening remain high risk, seek specialist advice and support
- agree review date and monitor that the protocols and management strategies are working effectively
- communicate the outcome of the risk assessment and management strategies and protocol to all relevant parties
- implement necessary training if training needs are identified





When the need for restrictive physical intervention is agreed, it is important that appropriate steps are taken to minimise the risks to staff, service users and students. Adequate staff must be available to safely complete any holding and restraint that is undertaken as part of a planned strategy.

It is essential that following any intervention risk assessments are reviewed. It may be necessary to call a formal review meeting and revise the risk assessment and management plan. When reviewing the risk assessments, it is important to review trends, personality dynamics, factors surrounding the incident, what happened in the days and hours before hand to look for triggers or contributing factors.

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of the school policy. It is avoided whenever possible and will not be used for staff convenience.

Restrictive physical intervention will only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out with the child's best interests at heart. Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation.

Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

### **Who may use Restrictive Physical Interventions**

In this school all teachers are authorised. In addition, a list is available from school of non-teaching support staff who are also authorised. The Headteacher will ensure that those on this list are aware and understand what is involved. The Headteacher will review this list annually to ensure that it is up to date. Supply staff will not be authorised to use restrictive physical interventions except if they have been specifically authorised by the Headteacher.





Parents and volunteers in the school are not given authorisation. Staff from the local education authority may have their own policies about the care and control of pupils but whilst on the premises they will be expected to be aware of and operate within the policy of this school. This means that visiting staff will need to ask the Headteacher for authorisation.

### **How Staff at King Edward VI High School Might Intervene**

When a restrictive physical intervention is justified staff will use "reasonable force". This is the degree of force "warranted by the situation". It will be "proportionate to the circumstances of the incident and the consequences it is intended to prevent". Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

Staff will:

- use the minimum amount of force for the minimum amount of time
- avoid causing pain or injury; avoid holding or putting pressure on joints: in general hold long bones
- never hold a pupil face down on the ground or in any position that might increase the risk of suffocation

During an incident, when possible, the member of staff involved will tell the pupil that his or her behaviour may be leading to restraint. This will not be used as a threat or said in a way that could inflame the situation. Staff will not act out of anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupils at all times.

Acceptable methods of restrictive physical intervention are as demonstrated in training outlined by local authority officers.

In an emergency, staff must summon assistance by sending the nearest responsible person to the nearest class teacher (permanent staff) or the school office, whichever is deemed the most appropriate at the time and place of the incident. The school office and Headteacher must be informed that restrictive physical intervention is taking place as soon as it is safely possible.



## **The Place of Restrictive Physical Intervention within Broader Behavioural Planning**

If through the school's special needs assessment procedures, it is determined that a restrictive physical intervention is likely to be appropriate to help a pupil make progress a risk assessment will be carried out following the school's guidelines.

If appropriate an individual management plan will then be drawn up for that pupil. This plan will aim to reduce the likelihood of the need for restrictive physical intervention as well as describing how such intervention will be carried out. This plan will be discussed with parents/carers. When it involves the use of a restricted physical intervention medical colleagues will be consulted.

If it is agreed that a child or adult will require some form of restrictive physical intervention there must be an up to date copy of a written protocol included in the individual's plan/records. (see Standard Document HSF57 Restrictive Intervention Protocol form upon which the intervention strategies can be documented)

### **Communication**

Information relating to intervention strategies should be discussed with the service user/pupil and their families/parents/carers prior to the implementation. All parties should be in agreement with the intervention strategy. If this is not possible differences of opinion must be documented and recorded in the individual care plan/records.

Before the plan is implemented any necessary training or guidance will be provided for the staff involved. The Headteacher and/or the Health and Safety Co-Ordinator will be responsible for establishing staff needs and for organising necessary training.



## **What to do after the use of a Restrictive Physical Intervention**

After the use of an unplanned restrictive physical intervention the following steps will be taken.

- Details of the incident will be recorded by all adults involved as soon as possible on the attached form HSF56. A copy will be sent to the Health and Safety Team, Staffordshire County Council.
- Recording will be completed within 12 hours where ever possible. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- Any injuries suffered by those involved will be recorded following normal school procedures.
- The Headteacher will check that there is no cause for concern regarding the action of adults involved. If it is felt that an action has "caused or put a child at risk of significant harm" the Headteacher will follow the school's Child Protection procedures and also inform parents/carers.
- Parents/carers will be informed by the Headteacher or an appointed Senior Member of staff on the day of the incident. If this is initially done by phone it will be followed up in writing. Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Debriefing will be had for all those involved following an incident of Restricted Physical Intervention. Here staff will be informed of how they make contact the confidential Staff Counselling Service.
- Support will be available by Headteacher, Deputy Headteacher or Class Teacher as appropriate.

Arrangements for recording and informing parents in the case of a planned restrictive intervention will be followed as agreed beforehand but broadly will follow the same pattern as above.





If the incident is also an act of violence or aggression, then HSF9 Violent and Aggression Report Form must also be completed this form or HSF40 Accident Investigation Report Form must be completed to record any injuries that result from the use of a restrictive physical intervention. Further details of activities that should be undertaken following incidents of Restrictive Physical Intervention are provided in Restrictive Physical Intervention Schools and Children G16.

The Headteacher will use the records kept to analyse patterns of behaviour and so decide whether responses are being effective. The Headteacher will report on this information to the Governing Body annually.

### **Information, Instruction and Training for Staff**

It is the responsibility of managers and Headteachers to identify the information, instruction and training required to ensure staff can safely employ restrictive physical intervention strategies and techniques where they may need to implement these strategies on a planned basis or potentially in an emergency situation. Training provided to staff should be to the level they are identified as requiring. Training staff in skills they will never use is not necessary and the skills are soon lost. Staff involved in use of planned intervention must have suitable training, for their own safety and that of the service user/pupil.

Training in the use of restrictive physical interventions must be recorded and refreshed in accordance with the training provider's accreditation scheme which is often annually.

It is the responsibility of those purchasing training to ensure that the training provider is competent, has suitable accreditation and that staff undertaking the training will be assessed as to their competency. Training provided must cover the use of Primary/Active and Secondary/Reactive control strategies (see 5.1.2) as well as the physical techniques and should be suitable for the environment and service users/pupils it will be employed upon. It is not suitable to provide staff with physical intervention techniques without putting its use into appropriate context.

Any training regarding Restrictive Physical Intervention and associated practices should be carried out by accredited organisations, for example





accredited under the BILD National Physical Intervention Accreditation Scheme. This will ensure that training is facilitated by suitable qualified professional trainers with an appropriate background and experience of the services delivered.

Commissioners of such training must ensure that the physical techniques that staff will be taught have been medically risk assessed to ensure that they are not adverse or painful in their applications.

### **Dress Code**

Where staff may be involved in the application of restrictive physical interventions must implement adhere to:

- Wear suitable clothing that allows freedom of movement
- Wear sensible low heel footwear
- not wear any jewellery and/or piercings that could cause injury
- ensure that finger nails are kept short to prevent scratching injuries to service users/pupils when implementing any physical interventions.

### **Infection Control**

Since the nature of aggression and violence can be unpredictable there is a risk to staff of contamination from bodily fluids because of injury. These risks may be as a result of biting, scratching, self-harm causing bleeding etc., as such staff must be familiar with guidance contained in the Infection Control Policy.

In order to minimise risk, staff must cover any open wounds e.g. cuts/skin lesions with an appropriate dressing.

### **Complaints Procedure**

Any complaint will first be considered in the light of the school's Child Protection Procedures. If child protection procedures are not appropriate the school's complaint procedure will be followed.



## **Key Accountabilities**

### **Headteacher**

The Headteacher is responsible for:

- Implementation of the practices in this policy
- Ensure that the use of planned restrictive physical intervention is risk assessed and management strategies clearly documented on the pupil's individual care plan/records.
- Inform employees how to report and record the use of restrictive physical interventions and ensure that these reports are reviewed and monitored regularly
- Assess training requirements for employees and where training needs are identified ensure that suitable training is provided and refreshed at appropriate intervals.
- Seek specialist advice when necessary to ensure that use of restrictive physical intervention is used as a last resort and employees use primary and secondary controls to manage behaviour so reducing the need for the use of restrictive physical interventions.
- Ensure that employees involved in the use of restrictive physical interventions receive suitable debriefing and support following an incident.
- Communicate at the planning stages during the development of management strategies and during the reviewing process with service users, their family/carers and in the case of children the person with parental responsibility.
- Report on the use of restrictive physical intervention with service users to their family/carers and in the case of children the person with parental responsibility.



- Ensure that consent for the use of restrictive physical interventions has been gained and is clearly documented

## **Employees**

Employees are responsible for:

- Familiarising themselves with the risk assessments and management strategies for the use of restrictive physical.
- Report the use of any restrictive physical intervention in accordance with this policy and local service arrangements.
- Attend training provided and then use the skills gained in line with training guidelines and in accordance with the risk assessments and management strategies wherever possible.
- Ensure that any physical force used in the work place is reasonable, proportionate to the risk and with suitable justification.
- Report any concerns regarding management of service user/pupil behaviour or the use of restrictive physical interventions to a line manager immediately



## **Appendix A:**

### **Guidance for Staff re: Handling, Use of Reasonable Force & Restraint**

Purpose of this document:

- To provide for the safety and security of pupils in need of physical intervention.
- To clarify for staff the steps they are allowed to take if a situation requiring physical intervention arises
- To enable staff to distinguish between what intervention is and is not acceptable.
- To help ensure that any physical intervention is minimal, infrequent, recorded and that relevant authorities and parents are appropriately informed.

### **The decision to employ a Physical Intervention Strategy**

You should be aware that all staff who have responsibility for a student or group of students are authorised to employ physical intervention strategies in the event they are necessary and that the law allows you to intervene in this manner. You should however be aware that you have a choice whether or not to intervene physically in any given situation and that you should not do so if you are uncomfortable with the situation or not confident to deal with it effectively. You should be aware that in the event that you employ a physical intervention strategy, the parents of the child will be informed of your actions, the record of the intervention will be kept on the student's file and where necessary, relevant authorities will be notified of the incident for your own future protection.

### **In what way can you Physically Intervene?**

Any application of physical intervention must only use the minimum force for the minimum amount of time. There are a number of ways in which you can physically intervene and you must choose the strategy appropriate to the situation and presenting least risk to yourself, the student and other persons. Appropriate actions include; Shepherding or Guiding; using body positioning and positive gestures to move a student away from harm. This





may include the placing of a hand on the back (between the shoulder blades) and using reasonable force to actively move them from one place to another. Blocking or Interposing; placing yourself between the student and their objective (e.g. exit, another student) thereby preventing the potential injury damage or prejudice to good order. Holding and Leading; leading the student (with open hand e.g. by the upper arm) to prevent them from injury, damage, etc. In cases of resistance from a student, it may be necessary to employ holding to effectively achieve shepherding and, hence you are actively leading them away. Restraining; used only in the most extreme cases, restraining may require a significant amount of force in order to prevent significant injury (as described in the policy). Essentially, restraining is a more extreme version of holding, may require more than one adult and may last significantly longer than other strategies. However, the same care must be taken to restrain a student appropriately.

### **In what ways must you NOT Physically Intervene?**

The purpose of physical intervention is essentially to maintain good order and ensure the safety of all individuals, therefore it is never appropriate to employ a physical intervention strategy if you are not in control of your own emotions. Physical interventions must never be employed in anger or frustration. If you find yourself angry or frustrated by the situation at hand you must step back and allow someone else to manage the issue. It is never appropriate to use physical intervention strategies as a punishment. Just as there are a number of acceptable intervention strategies, there are also a number of actions it is completely inappropriate to take. Inappropriate actions include; Hitting or Striking; while it is entirely possible that in the course of an intervention (eg. breaking up a fight) you may be hit yourself, you must not strike a student. Deliberately inflicting pain; it is not okay to twist limbs or put pressure on joints (eg. arm up a student's back), pull or hold hair, pinch or hold a student in a pain inducing way (eg. by the ear). Making contact with sexually sensitive areas of the body; where at all possible contact should be restricted to arms, shoulders and the back as previously described. Restricting breathing; by holding round the throat or for a prolonged period around the chest. It is also never appropriate to sit on/straddle a student or hold them face down to the floor.



## **Guidance for managing your intervention**

- a) Where possible, always give a student an opportunity to resolve the situation without use of physical intervention first.
- b) Always send for assistance from colleagues or another authorised adult; other students should never be involved in physical intervention. You may have to intervene before help arrives, but not managing this entirely on your own is safer for all concerned.
- c) Be aware of your emotions. Are you comfortable and confident to deal with this scenario without anger? If not – don't intervene.
- d) Continue to communicate with the student (and witnesses) throughout the incident even if the student doesn't respond. Be clear about what you are doing and inform the student that the intervention will cease when it is no longer necessary.
- e) Apply only appropriate strategies and the minimum required force to achieve the required outcome (prevention of injury/harm, student/staff safety, restoration of good order). Release the student once this has been achieved.
- f) Manage the situation calmly – even if the student responds negatively.
- g) Complete a log on Cpoms and speak to the Headteacher and DSL/Deputy DSL as soon as possible after the event.

## **Minimising the need for Physical Intervention In most circumstances**

Physical Intervention really should be a last resort or an emergency action. Therefore, all staff should:

- endeavour to create a calm environment which will minimise the risk of incidents where the use of physical intervention may be required;
- endeavour to teach pupils how to manage strong emotions and conflict through opportunities for SMSC and wider aspects of the school curriculum;
- quickly seek to de-escalate incidents if they do arise;
- only use reasonable force when the risks involved in doing so are outweighed by the risks involved in not using force;
- be aware of risk assessments and positive handling plans for specific individual pupils.



A list of authorised personnel is available from the school but will include all teachers and staff who are contracted by the school.

