



# **The Mead Infant and Nursery School**

## **Restrictive Physical Intervention Policy**

School name: The Mead Infant and Nursery School

Status & review cycle: Reviewed Annually

Next review date: Spring 2 2025

## **Physical Intervention Policy**

The Mead Infant and Nursery School policy takes into account the DFE guidance “Use of reasonable force in schools” <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> and Surrey’s touch and use of restrictive physical intervention guidance when working with children and young people.

### **Acceptable forms of positive touch and physical intervention**

The Mead Infant and Nursery School recognises that positive touch is beneficial to our young children as it provides comfort, eases distress and signals care as would be expected between good parents and their children.

Other instances where positive touch is appropriate in school include demonstrating exercises or techniques during PE or other practical lessons, providing physical prompts or help, and administering first aid. Touching may also be appropriate where a pupil is being congratulated or given praise.

Teachers and support staff will use their own professional judgement when touching children, always ensuring that their actions cannot be misconstrued or give rise to complaint.

It is important that adults only touch children in ways that are appropriate to their professional role and with due regard to what is acceptable to the individual child.

Staff should respond to children in a way that gives expression to an appropriate level of care whilst also protecting against the physical contact being made by the child.

When considering whether physical contact is appropriate in any given situation, the following points should be considered:

- Staff should be respectful of any individual or cultural sensitivities to touch
- If at any time a child demonstrates verbally or otherwise that he, or she, is not comfortable with physical contact, staff should seek to respect this and respond accordingly
- Physical contact should never be secretive, or conducted in any way that may be considered indecent, or represent a misuse of authority
- A high proportion of children with emotional and behavioural difficulties may have experienced sexual and/or physical abuse. Staff need to ensure that any physical contact is not open to misinterpretation
- Age and maturity should be considered in deciding appropriate physical contact

- Children should be given advice and guidance with regard to socially appropriate/inappropriate situations to seek physical comfort
- Where a member of staff feels that it would be inappropriate to respond to a child who is seeking physical comfort, the reasons should be explained to the child. This avoids unintended feelings of rejection. The child should then be supported in the appropriate way.
- A duty of care to children may require the use of restrictive physical intervention as a last resort to prevent harm to themselves or others. This needs to be used in such a way that is not punitive, is the least restrictive option, is safe, and does not cause pain

### **Intimate Care**

The nature of the school's work determines that staff may at times need to assist children with their intimate physical care. Staff should always protect themselves by using the minimum intervention, and whenever possible, ensuring that they are not alone with the child. In cases where regular intimate care is needed for a particular child a Personal Care Plan will be drawn up in conjunction with the child's parents/carers and the school nurse. The Intimate Care Policy should be referred to.

### **The Use of Reasonable Force to Control or Restrain Pupils**

Section 93 of the Education and Inspections Act 2006 permits school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence (or, for a child or young person under the age of criminal responsibility( 10 years old); what would be an offence for an older child or young person)
- Causing personal injury to, or damage to the property of, any person (including the child or themselves)
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

### **Examples of when it would be reasonable to use force at The Mead Infant and Nursery School.**

The DFE guidance states that school can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;

- prevent a pupil behaving in a way that disrupts a school event or a school trip or 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.

### **Who can use reasonable force?**

All members of staff have a legal power to use reasonable force (DFE)

The staff to which this power applies are defined in section 95 of the Act. They are:

- A) Any teacher who works at the school, and
- B) Any persons whom the head teacher has authorised to have control or charge of children

This includes:

- support staff whose job normally includes supervising a child as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors
- people to whom the head teacher has given temporary authorisation to have control or charge of a child such as paid members of staff whose job does not normally involve supervising children (for example catering or premises-related staff) and unpaid volunteers (for example, parents accompanying children or young persons on school-organised visits)
- does not include prefects

### **Any use of force is unlawful if the circumstances do not warrant the use of force.**

The Mead Infant and Nursery School recognises that the use of force will only be regarded as reasonable if it is

- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the risk or behaviour or the consequences it is intended to prevent.

- Any force used should always be the minimum needed to achieve the desired result.

Where there is a high and immediate risk of death or serious injury to the child themselves or to an adult or another child or, staff would be justified in taking any necessary action to maintain safety.

All staff, whether trained or not, including temporary or agency staff, may use ~~and~~ force to physically intervene in an emergency or to defend themselves in circumstances where they have a genuine fear of being injured or believe a child or indeed any adult may be at risk.

The principles of least restrictive interventions and reasonable force will still apply.

Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Options Technique using a BILD accredited training provider.

### **Under no circumstances should force be threatened or used as a punishment.**

Whenever it is foreseeable that restrictive physical intervention may become necessary appropriate steps should be taken to involve the SENDco, Headteacher and Behaviour Support Services.

It may be necessary to undertake a Risk Assessment (Appendix A) for individual children which will include the following:

- identify the hazard
- identify those affected by the hazard
- evaluate the risks
- identify strategies to be used to prevent the use of force
- itemise staff responsible for carrying them out and any training/equipment required to prevent the use of force

Any use of force must be reported to the Headteacher and records must be kept using the form in Appendix B. These should be signed and parents will be informed.

### **Special Educational Needs**

Under the Disability Discrimination Act 1995, the school has two key responsibilities:

- Not to treat a disabled pupil less favourably for a reason relating to his/her disability
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage to pupils who are not disabled (known as the reasonable adjustments duty)

As far as is reasonably possible, staff who encounter such pupils should be made aware of the relevant characteristics of those individuals, particularly:

- Situations that may provoke difficult behaviour
- What is most likely to trigger a violent reaction, including information relating to any previous incident requiring the use of force
- Any preventative strategies and de-escalation techniques that are most likely to work

### **Reducing the likelihood of situations arising requiring the use of force**

At The Mead Infant and Nursery School, we recognise that there are a number of steps we can take to reduce the need for the use of force. We always endeavour to:

- Create a calm, orderly and supportive school climate
- Develop effective relationships between pupils, staff and parents
- Treat each other with respect and in a way that they would wish to be treated
- Adopt a whole-school approach to Personal and Social education and the management of behaviour
- Provide appropriate training and development for staff
- Recognise that challenging behaviours are often foreseeable and plan for them in advance
- Access expert advice from external professionals
- Effectively manage individual incidents including providing emotional support and guidance for all those involved

A checklist of reminders of what to do to avoid the use of force is included in Appendix C

This policy should be read in conjunction with the following other policies at The Mead:

- Child Protection and Safeguarding
- Behaviour
- Special Educational Needs
- Disability and Equal Opportunities
- Complaints Procedure
- Intimate Care Policy
- Managing Allegations Against Staff and Volunteers
- Low Level Concerns Policy

- Staff Behaviour Policy

## Appendix A

### Individual child risk assessment

School:

Name of Child:

DOB:

Class:

Name of teacher:

Name of parents/Carers:

Name of Support Service  
Member/s:

Identification of Risk	
Describe the foreseeable risk (i.e. what specific behaviours have occurred)	
Is the risk potential or actual (i.e. has this happened before?)	

List who is affected by the risk	

Assessment of risk	
In which situations does the risk occur?	
How likely is it that the risk will arise (i.e. has it happened before?)	
If the risk arises, who is likely to be hurt or injured?	
What kinds of injuries are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by:

Date of review:

Signature:



Date:

## Appendix B

### Reasonable Force Intervention Recording

Name of child.....

Date of incident.....

#### WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS:

(tick the appropriate box below)

Defusing	<input type="checkbox"/>	Time out offer
Deflection	<input type="checkbox"/>	Time out directed
Distraction	<input type="checkbox"/>	Changes of task
Appropriate Humour	<input type="checkbox"/>	Choices
Proximity control	<input type="checkbox"/>	Limits
Verbal advice/support	<input type="checkbox"/>	Consequences
Rule reminder	<input type="checkbox"/>	Another member of staff
Planned ignoring	<input type="checkbox"/>	Take up time
Other (please state):	<input type="checkbox"/>	
	<input type="checkbox"/>	

#### *JUSTIFICATION FOR USE OF RESTRICTIVE PHYSICAL INTERVENTION:*

(tick the appropriate box below)

To prevent/interrupt;

A criminal offence

Injury to pupil/staff/others

Serious damage to property

Significant Disruptive behaviour

Pupil absconding

Other (please state)

**NATURE OF RESTRICTIVE PHYSICAL INTERVENTION USED:**

(Identify level of hold used, estimate of duration and factual staff accounts from each individual involved)

<b>RESPONSE AND VIEW OF THE CHILD:</b> (this field <b>must</b> be completed if possible)		
<b>Name of staff:</b>		<b>Date:</b>
<b>DETAILS OF ANY RESULTING INJURY:</b>  (injury to whom and any action taken)		
<b>First Aid Book completed</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>	<b>Date:</b>
<b>OSHENS</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>	<b>Date:</b>
<b>ANY OTHER RELEVANT FACTUAL INFORMATION:</b>		

NAME OF SENIOR PERSON NOTIFIED:		TIME/DATE	
HEADTEACHER'S COMMENTS:			
SIGNATURE OF HEADTEACHER:	<input type="checkbox"/>	<input type="checkbox"/>	DATE:
PARENTS INFORMED	Yes	No	METHOD:
EXCLUSION OF YOUNG PERSON	Yes	No	DATE:
			DETAILS:

## Appendix C

### Checklist for Touch

- Do I have to touch?
- Can I fulfill my duty of care by keeping everyone else safe and managing the environment?
- Can I approach from the side or present the side of myself (less confrontational and provides protection for your body) Should I be close to reduce the force or should I be out of arm/leg reach?
- Can I work from the side of the body respecting personal space?
- Can I touch on the side of the body (arms, torso, legs, shoulders and upper back)?
- Do I need to manage the elbow area to slow the range of movement but not to stop it?
- Can I take the movement that is already happening and redirect it without using force?
- Can I change my own body language and tone of voice to reduce the risk?
- Can I move away or other children away and reduce the risk?
- Am I being realistic about what I am expecting of myself?
- Never lift, carry or restrain for behaviour management; only for *risk* management.
- Always report any incidents and record on Use of Force Incident Form (Appendix 1).