

# Lodge Primary School



## The Use of Restrictive Physical Intervention Policy

Signed \_\_\_\_\_

Position \_\_\_\_\_

Date \_\_\_\_\_

## A. RATIONALE

Lodge Primary School has developed its policy with stakeholders to reflect its statutory duties and pastoral responsibilities. The LA has a duty to ensure that all schools have this policy in place. The school has referred to the procedures and advice to be followed and drawn upon the guidance from The Use of Reasonable Force (DFE 2013), Reducing the need for restraint and restrictive intervention: children and young people (2017) and guidance from British Institute of Learning Disabilities. When referring to this policy it is essential that it is read in conjunction with the school's Safeguarding Policy document.

We believe:

- **Physical intervention is only ever used as a last resort when all other attempts to defuse a situation have broken down and then with the minimum of reasonable force.**
- Our school is a safe, caring and inclusive environment for staff and children and we strive to promote positive attitudes to behaviour for all.
- Our Behaviour and Inclusion Policies detail the way in which we create a positive and caring ethos in the school.
- We view all behaviour as communication.
- Some children, because of the nature of their difficulties, will need additional help to manage their behaviour which may result in the use of physical intervention if that child is in a crisis situation i.e. in danger of harming themselves or others.
- Staff will be trained and updated annually on the strategies and procedures they should adopt if all normal systems have failed i.e. there is such a crisis situation.
- We are committed to equal opportunities for all irrespective of race, gender, sexuality, disability or religion. We will monitor the impact of this policy to ensure that no group is adversely affected.

Teachers and those authorised by the Head Teacher, who have control or charge of children, are allowed to use reasonable force to prevent a child when a child presents an imminent or immediate risk of harm to themselves or others.

## **B. Minimising the Need to Use Force**

Our whole school approach is that we ensure the need to use force is minimised e.g. having a positive ethos, a whole school behaviour policy, training in de-escalation of incidents without the need to use force.

Lodge Primary School is committed to providing a supportive learning environment based on mutual respect and trust. The school strives to offer equality of opportunity to all of its pupils and recognises the vital role that the educational establishment plays in promoting and furthering social inclusion.

Class teachers, TAs and the Learning Mentor offer individual support to pupils who experience emotional/behavioural difficulties and to their teachers. Children with specific behavioural difficulties, who may appear on the school SEND Register, may have a Positive Handling Plan (PHP) and risk assessment in place to reflect the management of their behavioural difficulties.

The school's ethos supports the premise that the establishment of a good teacher/pupil relationship is central to working effectively with all pupils- especially those who experience emotional/behavioural difficulties. Teaching which exhibits differentiation, mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and pupils.

The school employs the following general behaviour management strategies, which are outlined further in the school's *Behaviour Policy*.

- All pupils have a right to work in a calm, supportive and purposeful atmosphere.
- All pupils have the right to come to school without the fear of being bullied - see '*Anti-bullying*' policy.
- Classroom rules are discussed and agreed at the beginning of each school year outlining expected classroom behaviour, with reasons. These are displayed in each classroom and referred to in setting daily and long term standards for classroom behaviour. These rules prepare pupils for their eventual position in a place of work where procedures have to be followed.
- The School Council with pupil representatives helps to give the pupils a sense of involvement and citizenship.
- Lunchtime supervisors organise activity sessions at lunchtimes for pupils to encourage healthy activity at lunchtimes. Pupils may be given an indoor activity if they are at risk from disaffection or have problems in school with relationships with other children at that time. These pupils are re-integrated into the playground when they feel comfortable with doing so.

- Use of the 'buddy system' and 'friendship stops' at break times and lunchtimes also helps to give the pupils a sense of involvement and citizenship, and reduce the number of incidents of negative behaviour.

In addition, the school has a clear behaviour management process which is based on the effective strategies, rewards and sanctions for managing behaviour, as stated in *our Behaviour Policy* to ensure that for **the vast majority of staff there will never be any need to use restrictive physical intervention.**

### **C. Staff Authorised to Use Reasonable Force**

**Restrictive physical intervention is only ever used as a last resort, even when a child has a positive handling plan (PHP).** Only staff that have been trained in de-escalation and prevention strategies using the non-violent crisis intervention programme from 'The Management of Actual or Potential Aggression' (MAPA) training, which is refreshed on an annual basis should use restrictive physical intervention. The MAPA training in physical restraint stresses the positive and non-confrontational approach to restraint. As a school we believe in non-violent crisis intervention. Restrictive physical restraint is used as a last resort only where the child present an imminent or immediate risk of harm to themselves or others.

### **D. Keeping Staff informed**

All staff including new staff, NQTs, site managers who are authorised to have care and control of pupils are made aware of the Restrictive Physical Intervention Policy including those staff that are temporary.

### **E. Planned and unplanned intervention**

**Restrictive physical intervention is only ever used as a last resort.** There is a difference between planned and unplanned intervention incidents. Situations where restrictive physical intervention may be necessary or appropriate which are unplanned include:

- Where action is necessary either in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of either injury or significant damage to property which poses a risk of serious injury.
- A child attacks a member of staff, or another child.
- A child is causing or likely to cause injury or damage by accident, rough play, or misuse of dangerous materials or objects.

- A child absconds from a class or tries to leave school. Applicable only if a child could be at risk if not kept in class or school.

However, sometimes the intervention may be planned for when de-escalation techniques have not resolved the situation through a positive handling plan (PHP). PHPs are generated with parents and the young person where applicable in line with a risk assessment and a risk reduction plan.

## **F. Risk Assessment**

For any child that has a PHP, the PHP should include possible de-escalation strategies and the need for risk assessment prior to the use of restrictive physical intervention. The MAPPA trained staff will use when needed the 'decision making matrix' to develop risk assessments and support their professional judgment during a crisis.

If there is unplanned intervention there is a need for any member of staff in and emergency to make an immediate risk assessment before deciding on the appropriate action e.g. removing children from danger or possibly in extreme emergencies intervening using minimum force i.e. the risks associated with using force outweigh those of not using force.

## **G. Staff Training**

Ten staff which include lunchtime staff are currently trained in de-escalation using the MAPPA programme accredited by BILD which is refreshed on an annual basis. Other members of staff will be trained if the need arises. All staff have a legal power to use reasonable force in an emergency where all safer alternatives have been exhausted, which should be defensible and justifiable. New staff are always informed of this policy during induction training.

## **H. Post – Incident**

In line with LA Guidance all incidents of physical intervention are recorded on the Use of Force Form, in addition a SH WO 12 (rev 01/02) Health and Safety Incident Report form are completed. These incidents are monitored termly. Furthermore, staff and the young person have appropriate emotional support following an incident. There is also a post incident discussion to unpick the incident and prevent the incident happening again will address:

- Details of what exactly happened.
- Was the school policy adhered to?
- Why did it happen?
- Who was involved?
- Is there a pattern of behaviour involved?

- If this was a planned intervention, does the plan need changing
- What can be done to prevent it happening again?
- Is there a training issue?

## **I. Complaints and Allegations**

All complaints are dealt with in line with the school's Complaints Policy and any complaint would take into account the school's policy on physical restrictive restraint and whether it had been followed.

Reviewed July 2021  
Next review: July 2024