



**Partners in Building
A Future**

St Saviour's School Physical Intervention/Restraint Policy



Updated May 2016

It is the policy of the States of Jersey Education Department to discharge their duty of care towards pupils in an appropriate manner and within an appropriate values base. It is an expectation that staff will be individually accountable and responsible for their actions towards the pupils whom they support.

All pupils will:

- Be treated as individuals and their views sought where possible
- Be supported to learn in a safe environment
- Be valued in respect of their gender, culture, ethnicity and sexual orientation
- Be supported to make appropriate valued choices and develop a healthy lifestyle
- Be protected from harm or the risk of abuse

Pupils will be offered the opportunity to develop a sense of personal responsibility appropriate to their age and/or developmental level. The service will foster an environment that will develop the pupil's sense of personal responsibility taking account of their age and developmental level.

It is an expectation that all staff will foster appropriate relationships with pupils creating appropriate boundaries and positively valued relationships with pupils having consideration for age, gender, developmental ability and personal wishes. An appropriate relationship will:

- Be based on mutual respect and positive interaction
- Be supportive and active in creating opportunities for the pupil
- Highlight and differentiate between disapproval of socially inappropriate behaviour and disapproval for the pupil exhibiting that behaviour
- Take account of the pupil's personal history and be sensitive to their needs
- Have clear, professional and appropriate boundaries
- Promote self-esteem through a variety of interactions and opportunities for the pupil
- Seek to understand the function of less socially valid behaviour
- Consistent, supportive and based on mutual respect

Positive Behaviour Support

St Saviour's School will deliver a service based on the principles of positive behaviour support. The school environment is one where pupils feel safe, secure and valued.

Any pupil who presents a known risk as a result of their behaviour towards themselves or others will have a behaviour support plan (see Appendix 1). The support plan will detail the target behaviours that are of critical risk, the behaviours will be fully assessed and described. The support plan will articulate:

- a) The behaviour(s) that is of significant risk and who/whom is at risk as a result of the behaviour
- b) The assessed function of the behaviour and the environments in which it is more likely to occur
- c) The primary preventative strategies that are in place to decrease the likelihood of the behaviour emerging
- d) The secondary preventative strategies that are in place to de-escalate and prevent potentially difficult situations occurring
- e) If absolutely necessary the reactive management strategy that is to be used if the behaviour occurs and immediate high risk is present to the person or other people

f) This will be accompanied by an individual risk assessment that will detail the behaviours of risk and risk reduction strategies.

It is not acceptable to:

- **Physically punish a pupil or to verbally threaten to do so, this includes the use of physical interventions**
- **Deprive pupils of food or drink**
- **Ask a parent or family member to impose sanctions against a pupil**
- **Use demeaning tasks or punishments such as wearing inappropriate clothing**
- **Withhold medical treatment**
- **Conduct personal body searches; where significant concern exists a senior manager should be contacted or support of the police should be sought**
- **Lock a pupil in a room or prevent them from leaving a room (except in very extreme situations of high risk)**

There are occasions when restrictive physical intervention (RPI) is an appropriate response to the risks presented in a particular situation. However, the scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

Interpretation

Restraint occurs when a member of staff uses physical force intentionally to limit a pupil's movement against his or her will. It can range from light physical touch to secure physical holding.

Restraint should not be confused with other forms of physical intervention such as:

- personal care e.g. toileting, undressing, feeding, providing re-assurance;
- teaching strategies for example support in P.E., hand over guidance, hand holding for safety;
- medical intervention for example. tube feeding, administration of medication.

Aims

At St Saviour's School we aim to:

- promote good behaviour and discipline and secure an orderly and safe environment for pupils and staff through the consistent application of our positive behaviour policy.
- use the minimum amount of force required to restrain a pupil when it is necessary to do so for safety reasons.

Principles

We believe that RPI is a last resort and should only be used when all other methods have been exhausted or judged unlikely to succeed. Staff are expected to use their positive behaviour management and communication skills to avoid the need for restraint. Any RPI outside the following boundaries is not permitted within the school:

Only a trained member of the staff of the school may use, in relation to any pupil at the school **such force as is reasonable in the circumstances** for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- committing any offence
- causing personal injury to, or damage to the property of, any person (including the pupil himself); **or**
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether behaviour occurs during a teaching session or otherwise.

This applies where a member of the staff of a school is:

- on the premises of the school; or
- elsewhere at a time when as a member of its staff, s/he has lawful control or charge of the pupil concerned.

RPI should involve minimum reasonable force and should avoid injury to any parties.

The rights and dignity of the pupils must be acknowledged. Staff must avoid ways of holding pupils that could be construed as abusive, **only taught and practiced physical intervention strategies, using the MAYBO approach are to be used.**

Procedures:

- Another adult should be sent for, in order to observe or support the restraint.
- A record of any incident where a pupil is physically restrained must be given to the Headteacher as soon after the event as possible (no later than the end of the same day) and should be written up on the agreed 'Record of Physical Intervention/Restraint' form.
- Parents of a pupil who has been restrained will be informed promptly and given the opportunity to discuss the incident.
- If a child has a need where RPI is likely on more than one occasion in any period of one month, strategies to manage the behaviour including RPI must be detailed and agreed with parents on a Positive Handling Plan (Appendix 2) and be added to the child's Individual Behaviour Plan.

Support

Staff are encouraged to support colleagues who have been involved in a restraint incident as this can be an upsetting experience and emotionally draining.

Where a member of staff has acted in a professional, considered and informed manner and his/her actions are determined to be a reasonable response to the situation, the ESC Committee will support the member of staff in any resulting proceedings.

The Role of the Headteacher

To:

- develop policies and strategies for RPI in the context of the school's policy on managing behaviour and ensure all staff are familiar with the policy and guidelines;
- produce a Positive Handling Plan for an individual pupil as part of an overall plan to improve the pupil's behaviour;
- designate those members of staff who are specifically authorised to carry out RPI under special circumstances, for example when it is known that a set pattern of behaviour, if unchecked, will lead to more dangerous circumstances and a plan of RPI has been agreed;
- ensure that all practices, policies and procedures relating to physical intervention and restraint are reviewed at least annually;
- ensure that where RPI is used to support a pupil the parent/carer will be fully informed and given an opportunity to discuss the situation with the school;
- ensure that any member of staff who is the subject of an allegation that they have abused a child, will be offered confidential, professional counselling from the Education Psychology Service or the Clinical Psychology Service;
- maintain a secure log of any restraints which would be open to scrutiny and copies sent to the Education Department.

Staff Responsibilities

- to follow the procedures as laid down in the school policy and guidance.

Guidance on "Reasonable force"

At St Saviour's we recognise there is no official definition in the Act of 1998 of "reasonable force", but we believe that **any degree of force is unauthorised if the particular circumstances do not warrant it.**

The duty to act

At St Saviour's we recognise that it is relevant that failure to take action in circumstances which merit it can be as serious as over-reacting. In many circumstances **it is not a safer option for a teacher to do nothing** or to take very limited action when to take action could restore safety. So far as a teacher's duty of care is concerned, an omission can be significant, however, the circumstances of the case are the deciding factor and a teacher would **not** be expected to intervene to restore safety, at all costs, or with risk to his or her personal safety.

Violent behaviour is a criminal act and the police can be called where children are out of control and need restraining physically, or where a child is not obeying a lawful instruction (such as to leave the premises when excluded).

Appendix 1

BEHAVIOUR SUPPORT PLAN

Name:
Date:
Review date:
Plan Number:

Behaviour(s) of concern	1 2 3
What is (are) the function of these behaviours?	1 2 3
Who might be affected by these behaviours?	
When are these behaviours most likely to happen?	
Baseline Behaviours When the student is calm the behaviours that will be observed are:	What are the Positive Reinforcement Strategies (related to Baseline Behaviours)
Triggers stimuli which may cause increase in anxiety are:	What are the Primary Preventative Strategies (related to Triggers)
Rumbling Stage Behaviours When the student is beginning to become unsettled the behaviours to look out for are:	What are the Secondary Preventative Strategies (related to Rumbling stage behaviours)

Appendix 2



Physical Intervention Personal Handling Plan (PHP)

Pupil Name:

Date:

People involved in developing this plan (must include parents/carers):

Why does the child or young person require a Personal Handling Plan?

Details of the strategies that:

Create the most appropriate environment for this pupil making it less likely that physical intervention would be required.

May de-escalate a situation.

Detail the hold or holds that would be used (if there were a need to hold the pupil firmly to prevent harm to themselves or others).

Details the persons who are authorised by the head teacher to hold the pupil if necessary.

Name:	Name:
Name:	Name:
Name:	Name:
Name:	Name:
Name:	Name:

I, the parent/carer of _____ have discussed this positive handling plan and agree to _____ being held safely if their staff assess that there is no alternative for his/her own safety or the safety of others.

Signed: _____ Date: _____

On behalf of the staff of _____ school, I undertake to ensure that we inform the parents/carers of _____ on each occasion that we have to hold safely.

Signed: _____ Date: _____
(Head Teacher)

Date of review of plan: _____

Restraint: Guidance on Acceptable Practice

Recommended Practice	Unacceptable Practice
<ul style="list-style-type: none"> • Using restraint as a last resort • Using other strategies to diffuse a situation by reasoning, talking, distraction, diversion, removing the audience, allowing space. • Avoiding situations, circumstances that might encourage the need for restraint • Using constraint to care and control • Using minimum force • Working with a colleague • Reducing hold as appropriate • Using physical proximity • Blocking a pupils' path • Leading by hand or arm • Shepherding, urging, encouraging with use of physical prompts • Remove jewellery or accessories that may be damaged or cause damage. • Keeping calm • Showing confidence • Knowing the pupil • Develop positive trusting relationships with pupils • Know school policies • Be prepared • Monitor, evaluate and review policies • Be trained. • Talking to colleagues, debriefing session • Using staff who know the child and have a positive relationship with them. • Recording, reporting without judgment. • Secure positive parent / school contact • Using strategies to reduce anger and distress • Looking after the child • Looking after yourself • Looking after your colleague 	<ul style="list-style-type: none"> • Using restraint to punish or injure • Using restraint in anger • Using restraint to force compliance • Holding by collar, around neck or any other way that might restrict breathing • Slapping, kicking, punching • Twisting, forcing joints • Tripping • Holding by joints • Holding or pulling hair, ears • Holding a pupil face down • Locking a pupil in a room • Where possible avoiding restraint without another colleague present • Risking your safety and the safety of others • Not talking about the incident • Reporting in a judgemental way