

# WREN PARK PRIMARY SCHOOL



## PHYSICAL INTERVENTION AND RESTRAINT POLICY 2025

# WREN PARK PRIMARY SCHOOL

## Physical Intervention and Restraint Policy

**Updated 2025**

### Introduction

This policy has been prepared for the support of all teaching and support staff who come into contact with pupils who may need physical intervention or to be physically restrained. This policy should be read in conjunction with other school policies and standards relating to interaction between adults and pupils including the school's Relational Behaviour Policy, Staff Code of Conduct, Teacher Standards, staff handbook, Safeguarding Policy and KCSIE Part 1.

The policy has been written with due regard for the Department for Education document "Use of Reasonable Force – Advice for headteachers, staff and governing bodies – July 2013)

The application of any form of physical intervention / physical restraint (or force) places staff and children in a vulnerable situation. Staff, therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent and minimise the need for physical restraint and use of force. Physical restraint will only be used as an appropriate strategy proportionate to risk when all other behaviour management strategies have failed or when pupils, staff or property are at risk. On rare occasions Physical Restraint may be part of a Behaviour Plan or risk assessment in place for specific children and this will be with the agreement of HT and SENDCO and communicated to parents in advance (unless this is not practical).

The decision whether or not to intervene is down to the professional judgement of the staff member concerned and should depend upon the individual circumstances. Staff members are entrusted to make a dynamic risk assessment of any situation which arises and act in a reasonable and appropriate manner which may include the use of restraint and force.

### Definitions

- (a) **Physical Contact:** Situations in which proper physical contact takes place between staff and pupils, e.g. in games/ PE or to comfort pupils within appropriate professional boundaries and using good professional judgement.
- (b) **Physical Intervention:** This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force. \*Note the physical Intervention for the purpose of this policy is intended for maintaining a safe environment. –This is different to Physical Intervention or contact which may be required for specific children as part of a physical therapy intervention or support with mobility in the case of physical disability.

- (c) **Physical restraint:** This will involve the use of reasonable force when there is a risk to pupils, staff or property or if good order is being seriously prejudiced. The guiding principle of using the minimal force necessary with the maximum care for the child should be central to our practice.
- (d) **Reasonable Force:** covers the broad range of actions that involve a degree of physical contact with pupils.

## **Underpinning Values**

Everyone attending or working at Wren Park Primary School has the right to:

- a recognition of their unique identity
- be treated with respect and dignity
- learn and work in a safe environment
- be protected from harm.

Pupils attending this school and their parents have a right to:

- Individual consideration of pupil's needs by staff that has responsibility for their care and protection
- Expect staff to undertake duties and responsibilities in accordance with the school's policies
- Be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in the school
- Have access to the school's complaints procedure
- The school will ensure that all pupils understand the need for and respond to clearly defined limits which govern behaviour in the school.
- Parents should ensure that their child understands that good behaviour is important for the safety and welfare of their child and that of others and support the School's Behaviour Policy.

## **Training**

**Note: There is no national mandatory training for schools to complete around Physical Restraint**

Some Teachers and Teaching Assistants have been trained in Physical Restraint (September 2019). **They have been trained in respect of DFE Policy on the use of reasonable force and appropriate legislation issued 2013.**

Staff have been trained in the dangers of certain techniques which may restrict the breathing of a child and are aware that these can cause asphyxiation and should not be used under any circumstance. These include:

- The "double basket-hold" in which a pupil's arms are held across their chest.
- Extended arms with chest forward
- Techniques in which a child is put into a face down position on the floor.
- The "nose distraction technique" which involves sharp upward jab under a pupil's nose is not to be used.

Physical restraint should limit the risk of any harm, injury or pain to an absolute minimum but will need to be sufficient enough to enable the desired response of maintaining a safe learning environment for all pupils. In extreme cases it may not always be possible to avoid injuring a pupil.

**Note:** The Headteacher and Deputy Head are qualified **TEAM TEACH** practitioners and are qualified to train staff within the principles of TEAM TEACH physical intervention and support for children. **Training is scheduled to take place for 24 members of staff by March 2025.**

### **Strategies for Dealing with Challenging Behaviour (Updated from previous school guidance)**

Staff use positive strategies to encourage safe behaviour and good order. Every effort will be made to resolve challenges positively and calm use of de-escalation techniques can often be successful in avoiding the need for physical restraint.

Staff are aware of children who have sensory processing, communication needs and/or Autism and that some children will have experienced trauma which can manifest itself in challenging behaviour.

They are also aware that behaviour can often be a function of communication and may indicate an unmet need of the child and that the child will have limited emotional regulation and self-control at this perceived overload.

Wherever possible a calm, relational and trauma informed approach should be used by staff. Staff are also aware that some children experience Pathological Demand Avoidance and their response should be guided by **PANDA** principles. Staff are aware of the principles of **CONNECTION BEFORE CORRECTION** and that the child must feel safe and regulated before any meaningful restorative work can take place. HT and SENDCO will advise staff on this.

Where unacceptable behaviour threatens safety or good order and discipline and requires intervention, some or all of the following approaches may be taken according to the circumstances of the incident:

- Verbal request for the pupil to refrain from behaviour that is unsafe; this includes negotiation, care and concern.
- Further verbal prompt stating:
  - an explanation that the observed behaviour needs to stop

- an explanation of what will happen if the unacceptable behaviour continues in a calm and proportionate manner.  
\*When a child is very dysregulated, they are unable to process auditory information.

\*Children with a specific behaviour plan may have different agreed prompts / warnings appropriate to their needs. For example, children may be directed to their WIDGET prompt- (picture cues for SEND children).

- Warning of potential need to intervene physically and that this will cease when the pupil complies. If possible, summon assistance, ideally physical restraint will be performed by at least two members of staff with other available staff managing the environment and surrounding pupils.

Team around the child and staff approach- sometimes children are able to manage their emotions better when they have a trusted adult with whom they have a positive relationship with. These adults may assist at times when a child is in crisis.

TEAM TEACH Practitioners- The Headteacher and SENDCO are on hand to support when necessary and will either take over or support other colleagues in managing the situation. A dynamic risk assessment will take place on the merits of each incident.

### **Physical Intervention and Restraint.**

Reasonable physical intervention using the minimum degree of contact to prevent a child harming him or herself and with maximum care. This may include extracting the child to a place of safety or appropriate place for the safety of other children.

## Escalating Situations

The 1996 Education Act (Section 550A) stipulates that reasonable physical intervention may be used to prevent a pupil from doing, or continuing to do any of the following;

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils; whether the behaviour occurs in a classroom, during a teaching session or elsewhere (this includes authorised out-of-school activities)
- self-injuring or placing himself or herself at risk
- injuring others
- causing damage to property, including that of the pupil himself or herself
- committing a criminal offence (even if the pupil is below the age of criminal responsibility)

All challenging behaviour will be addressed by staff in a calm and proportionate manner as expected by the ethos of Wren Park. Should an incident require further intervention then staff will use **reasonable** physical intervention and restraint using the minimum degree of contact to prevent a child harming him or herself, others or property. The form of physical intervention may involve staff doing the following:

- physically interposing themselves between pupils
- blocking a pupil's path
- escorting a pupil
- shepherding a pupil away
- restraining a child following appropriate safe restraint techniques
- using reasonable force for the minimum time required.

## Acceptable measures of Physical Intervention / Restraint

Physical Intervention / Restraint can only be deemed reasonable if:

- it is warranted by the particular circumstances of the incident
- it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent
- it is carried out as the minimum to achieve the desired result
- the age, understanding, gender and vulnerabilities of the pupil are taken into account
- it is likely to achieve the desired result.

Wherever possible, assistance will be sought from another member of staff before intervention / restraint but there may be times when immediate action is required and it is not possible to wait for assistance. Staff will summon assistance in an appropriate way depending upon circumstance but may include sending another child to tell another member of staff.

## **Recording**

Where physical restraint (any incidents where techniques for carrying / restraint or removal of a child has been used for the purpose of safety) has been used a record of the incident should be kept. All recording needs to be completed on the day the incident and needs to include the following: - Recording form is available for this purpose (Appendix A)

- name of pupil
- date, time and place of incident
- a brief description of the incident and actions taken
- names of people who witnessed the situation
- any damage/harm to persons or property
- name of person informing parents
- identification of techniques /actions of restraint/ removal/ containment or carry.

The record may be kept in a child's individual log book or recorded on CPOMS.

If necessary, there will be a review of the incident and appropriate "lessons learned" / CPD/ support actioned.

Should there be any concerns over the inappropriate use of physical restraint which has harmed a child then this will be considered for LADO referral or LOW LEVEL CONCERN depending upon threshold. Advice will be sought from LADO if in any doubt.

After the review of any incident, a copy of the recording form will be kept in the Headteacher's office and in the pupil's record.

Members of staff will be kept informed of any action taken.

In case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

## **Complaints**

This Positive Handling / Physical Restraint policy will be made available to parents on the school website. Any complaints about staff will be dealt with under the school's Complaints, Whistleblowing Policy about Staff Procedure Policy or LADO for advice / investigation.

Signed ..... A. Buckley

Dated ..... January 2025 (Pending review by FGB April 2025)

Review Date ..... January 2026

**Appendix A –Physical Restraint Record of Incident Form**

**Name of staff:**

**Name of Pupil:**

**Date, time and place of incident**

**Names of people who witnessed the incident – Staff present and pupils present and in close proximity**

**Any damage/harm to persons or property**

**Name of person informing parents**

**Explanation of technique /actions used for restraint or removal.**

**A brief description of incident and actions taken to restrain (add another sheet if necessary)**

**Signed-member of staff:**

**Time and date given to HT:**