

Royal Alexandra & Albert School



Physical Intervention and Restraint Policy

The Governors and staff at The Royal Alexandra and Albert School are committed to providing a safe and happy learning environment, promoting equality and diversity and ensuring the well-being of all members of the community. It is their clear intention to promote good behaviour and to exercise their responsibilities in ensuring the safeguarding and welfare of all students and staff within the community.

Applies to	School staff
Governing Body approval required	No
Accountable Executive	Deputy Head: Achievement, Standards & Inclusion
Status & Review cycle	Non-statutory, 3 yearly
Last approval	September 2023

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1. Introduction

1.1 The Royal Alexandra and Albert School is committed to a positive Behaviour Policy which encourages students to make positive behaviour choices. The school does however recognise that students sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of physical intervention by staff.

1.2 RAA School policy for physical intervention is based upon the following principles:

Physical intervention should be used only as a last resort when other appropriate strategies have failed.

- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned taking into consideration individual characteristics and cultural sensitives.
- Incidents must be recorded and reported to the Senior Assistant Head Teacher (SAHT) as soon as possible.
- Parents will be informed of each incident

1.3 This policy links with the following policies:

- Safeguarding
- Staff Behaviour
- Alcohol, Tobacco, Drug and Substance Abuse
- Guidance on searching students and their belongings
- Health and Safety
- Rewards and Behaviour Management

2. The Legal Framework

The [Use of Reasonable Force 2013 updated July 2015](#) allows teachers and other persons who are authorised by the Headmaster who have control or charge of students to use such force as is reasonable in all the circumstances to prevent a student from doing, or continuing to do, any of the following:-

- causing injury to him/herself or others
- committing a criminal offence (or for children of younger age what would be considered an offence)
- damaging property
- prejudicing the maintenance of good order & discipline

3. School approach

3.1 RAA School aims to avoid the need for physical intervention and regard this as a last resort in a tiny minority of situations. The School always aims to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Rewards and Behaviour Management Policy.

3.2 It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

3.3 Staff should be aware that when they are in charge of children during the school day, or

during other supervised activities, they are acting in *loco parentis* and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all students' safety and well-being. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

4. Use of physical restraint

- 4.1 Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allow the student to regain self-control. It should never take a form which could be seen as punishment.
- 4.2 Specific staff are trained in the use of 'positive touch' i.e. how to deal with situations requiring physical intervention, during induction.
- 4.3 Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the student to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.
- 4.4 In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort.
- 4.5 When physical restraint becomes necessary:

DO

- Tell the student what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the student what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the student's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the student
- Involve other students in the restraint
- Touch or hold the student in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the student in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the student
- Use physical restraint or intervention as a punishment

5. Actions after an incident

- 5.1 Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and

the student. The **member of staff must log this on CPOMS, use the appropriate label and assign it to the DSL.** The DSL will take responsibility for planning of specific actions and debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the student involved and any victims of the incident should be offered support, and their parents informed.

- 5.2 In logging the incident staff must include key details such as:
- What preceded the need for physical intervention or restraint
 - Who was present
 - Which members of staff intervened and what type of intervention was used
 - What the impact of the physical intervention on the student involved was
 - What follow up actions were required
- 5.3 If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of an appropriate behaviour support plan, which may include an anger management programme, or other strategies agreed by the key staff. This may require additional support from other services.
- 5.4 In some circumstances a support plan may be appropriate to help identify an additional need for a particular student.
- 5.5 It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

6. Risk Assessments

- 6.1 If the School becomes aware that a student is likely to behave in a disruptive way that may require the use of reasonable force, a plan will be written on how to respond if the situation arises. Such planning will address:
- Strategies to be used prior to intervention
 - Ways of avoiding 'triggers' if these are known
 - Involvement of parents to ensure that they are clear about the specific action the school might need to take
 - Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
 - Identification of additional support that can be summoned if appropriate
 - The school's duty of care to all students and staff

7. Complaints and Allegations

- 7.1 A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, under the complaint's disciplinary procedure. It is our intention to inform all staff, students, parents and governors about these procedures and the context in which they apply.