



## Lawn Primary and Nursery School

### **Policy for the use of restrictive intervention, including the use of reasonable force**

**Policy Owner – HT/DHT/SENCO**

#### **Policy History**

<i>Autumn Term 2016</i>	<i>First created and approved</i>
<i>Spring Term 2019</i>	<i>Reviewed</i>
<i>Spring Term 2021</i>	<i>Reviewed</i>
<i>January 2022</i>	<i>Reviewed</i>
<i>November 2025</i>	<i>Rewritten and reviewed</i>
<i>Apr 2026</i>	<i>Amended and approved</i>
<b>Supporting Policies</b>	
Safeguarding and Child Protection Policy including Staff Code of Conduct	Positive Relationships and Behaviour Policy
Health and Safety Policy	Inclusion Policy/ SEND Policy
Equality Scheme	Disciplinary Policy
Complaints Policy	

## **1. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education and Inspections Act 2006, especially sections 93 and 93A
- The Education Act 2011
- The Children Act 1989
- The Equality Act 2010
- DfE 'Restrictive interventions, including the use of reasonable force, in schools' Apr 2026
- DfE 'Working Together to Safeguard Children 2023'
- DfE 'Keeping children safe in education 2025'
- The schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- HM Government 'Reducing the Need for Restraint and Restrictive Intervention'
- The Health and Safety at Work Act 1974 and associated regulations
- The Human Rights Act 1998

## **2. Statement of Intent**

This policy has been developed in response to The Education and Inspections Act 2006 section 93, as well as the DfE guidance for restrictive interventions, including use of reasonable force, in schools, which reinforces, supersedes and replaces previous guidance.

Lawn Primary and Nursery School believes that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, the school recognises that, in certain circumstances, restrictive intervention, including safe touch and the use of reasonable force, is necessary.

The school understands that behaviour is often a means of communication which may signal that a pupil is in need of support but does not know how to express this; therefore, the school takes a proactive approach to anticipating, managing and minimising potential triggers of distressed behaviour that may cause harm.

This policy acknowledges that situations may arise in which staff members will be required to use restrictive intervention, and in some cases reasonable force, in order to handle pupils' emotions or aggressive behaviour when other measures have failed to do so.

The aim of this policy is to ensure that restrictive intervention is used in a correct and safe manner, which is in accordance with the relevant legislation and national guidance.

The guidance extends this to maintaining good order and discipline, for both on-site and off-site activities. Restrictive intervention should only be used when all other strategies which do not employ force have been tried and found unsuccessful or in an emergency situation.

There is no legal definition of reasonable force. The Criminal Law Act (1967) allows any person to use such force as is reasonable in the circumstances to prevent an offence (eg. physical assault) being committed. Reasonable minimal force must be a matter of personal judgement.

The policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils as stated above.

The policy has been prepared for the support of all teaching and support staff, who come into contact with pupils, and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and pupils.

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. Lawn Primary School and Nursery School acknowledges that restrictive intervention is only a small part of a whole setting approach to behaviour management.

Every effort will be made to ensure that all staff in this school:

- Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary.
- Are provided with appropriate training to deal with these difficult situations.

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- Self – injuring
- Causing injury to others
- Committing a criminal offence
- Damaging property
- 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 within school (this includes authorised out-of-school activities).
- The Headteacher or authorised staff are conducting a search for items prohibited under the Education Act 1996, eg. knives and weapons, alcohol or illegal drugs.

As teaching and non-teaching staff work ‘in loco parentis’ and have a ‘duty of care’ towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this policy. The use of Team Teach techniques is one of our control methods for reducing risks presented by children’s challenging behaviour. School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been

accused of using excessive force. Senior school leaders should support their staff when they use this power appropriately.

The application of any form of restrictive intervention inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for restrictive intervention. Staff must be aware that they are responsible for:

- assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties and;
- making judgements about when the use of force is necessary and;
- the degree of force which may be regarded as necessary to manage a situation.

Staff need to be aware that they are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

### **3. Underpinning Values**

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.

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

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their 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 school;
- expect support plans and individual risk assessments to be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern and others affected by the behaviour requiring intervention;
- be informed about the school's complaints procedure.

The school will ensure that pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school.

### **4. Roles and responsibilities**

The governing board is responsible for:

- Monitoring the overall implementation of this policy.
- Notifying the headteacher that the Positive Relationships and Behaviour Policy should include the power to use reasonable force.
- Evaluating, on an annual basis, instances of restrictive intervention to analyse how and when these are used and identify any trends.
- Reviewing this policy on a bi-annual basis.
- Responding to any complaints, in liaison with the headteacher, from pupils or parents regarding the use of a restrictive intervention including the use of reasonable force.

The Headteacher is responsible for:

- Deciding whether members of staff require additional training to enable them to carry out their responsibilities, considering the needs of pupils.
- Ensuring all members of staff understand the correct conduct in terms of restrictive intervention.
- Handling any allegations of abuse in line with the Allegations of Abuse Against Staff procedures as set out in the LPNS Safeguarding and Child Protection Policy.
- Maintaining the records of the use of restrictive intervention and evaluating on a termly basis how it is used.
- Ensuring that any member of staff who uses restrictive intervention, records this using the designated form on CPOMS.
- Ensuring that the Relationships and Behaviour Policy sets also sets out the circumstances in which force might be used.
- Responding to any complaints, in liaison with the governing board, from pupils or parents regarding the use of restrictive intervention.
- To ensure that training in the use of restrictive intervention is available to staff and is kept up to date. The school ensures that a number of staff have received training in Team Teach and/or Crisis Prevention Institute (CPI) Training. All other staff are given information on how to de-escalate and defuse a situation as part of this policy and within the Positive Relationships and Behaviour Policy. The Headteacher retains a list of all those staff trained in these techniques. The list is reviewed on an annual basis.
- To ensure that no member of staff will be expected to use these techniques without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

The SENCO is responsible for:

- Providing training to members of staff on how to handle the needs of pupils with SEND.
- Ensuring staff understand how pupils with SEND may react differently to restrictive intervention.
- Ensuring that staff understand the additional vulnerability of pupils with SEND or medical conditions.
- Developing individual risk assessments and/or co-regulation plans for pupils with SEND or medical conditions that are agreed with the pupil's parents, and ensuring relevant members of staff are aware of these.

- Ensuring that staff understand how restrictive intervention principles may need to be adapted for pupils with medical conditions.
- Evaluating on a termly basis how restrictive intervention is used with regard to pupils with SEND, in collaboration with the headteacher/deputy headteacher.

The DSL is responsible for:

- Ensuring all members of staff use restrictive intervention in accordance with this policy.
- Reviewing this policy in liaison with the headteacher, SENCO and governing board.

The staff are responsible for:

- Understanding their role and knowing that all staff are authorised to have control or charge of pupils automatically, they have the statutory power to use reasonable force within the context of The Education and Inspections Act 2006 and the subsequent guidance 'The Use of Reasonable Force to Control and Restrain Pupils'.
- Under the Health and Safety at Work Act, having a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety.
- Reporting if they have acquired permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' plans. Staff have a duty to report these to the headteacher /deputy headteacher immediately, as there may be an impact on their own safety and that of colleagues and/or pupils.
- Supply staff must ensure that they are familiar with this school's policy. Appropriate guidance will be given if they have not undertaken Team Teach or CPI training.

## 5. Definitions and terminology from guidance

**Restrictive intervention:** a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

**Reasonable force:** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

**Significant incident:** any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in Safe Touch section within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

**Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

**Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical

contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

## 6. The use of restrictive intervention

The principle of restrictive intervention means that the school expects staff to assess whether the incident requiring a response can be resolved without its use.

Before using a restrictive intervention, we would ideally want to deploy a risk reduction strategy. This is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Co-regulation plans/risk assessments/support plans identify positive prevention strategies and how a pupil may need to be supported in a crisis.

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Situations in which proper physical contact occurs between staff and pupils, e.g., in the care of pupils and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact, as long as this is within public view, sensitively carried out and age/person-appropriate.

Where possible, the school implements an approach of prevention, where staff will be trained in recognising warning signs of severe pain or distress and/or aggressive behaviour, communicating empathetically with pupils displaying such signs to aid them in regulating their emotions, and altering their environment to minimise distressing stimuli.

Teaching staff will be aware of the behavioural patterns, medical conditions and levels of need of pupils in their class and will ensure that incidents of disruptive or aggressive behaviour in the classroom are handled in line with individual pupils' needs and their co-regulation plans (if in place).

### Determining when use of restrictive interventions is appropriate

There will be times where staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

#### **Is it necessary?**

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.

- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

### **Is it proportionate?**

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

### **Have you considered the pupil's welfare?**

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, 14 Equality Act 2010 11 past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped. This list of factors is not exhaustive, and staff should also take into account other relevant considerations.

Training on the use of restrictive interventions should equip staff to judge when it is appropriate to use restrictive interventions, including in situations where quick decisions are needed. It should also help staff understand how to assess whether their response is reasonable under pressure. If an assessment has been made to use restrictive interventions, staff should be supported in their decision making.

### Reasonable force

Reasonable force uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property. The scale and nature of any restrictive intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

If in place, staff would be expected to follow the pupil's co-regulation plan/support plan/risk assessment in the first instance to manage an incident/challenging behaviour. If this was unsuccessful and the situation continued to escalate staff should use techniques that they have been trained to use and/or request the support of staff who have received Team Teach/CPI training. Only if all of the above have been tried and are unsuccessful should staff even consider any other form of control or restraint. The overriding consideration should still be the reasonableness and proportionality of the force used.

All the techniques used take account of a young person's:

- age
- gender
- sex
- level of physical, emotional and intellectual development
- special educational needs
- social context

They also provide a gradual, graded system of response.

Where behavioural records and/or risk assessment identifies a need for a planned approach, co-regulation plans are written for individual children and where possible, these will be designed through multi agency collaboration and, with parental consent, shared with other agencies/services supporting the child to facilitate consistency of approach so far as is possible.

The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

The incidents described in The Education and Inspections Act 2006 The Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories: -

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations which fall within one of the first two categories, are:

- A pupil attacks a member of staff, or another pupil.
- Pupils are fighting.
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property.
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.
- A pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others.
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom.
- A pupil is behaving in a way that is seriously disrupting a lesson.

The Violent Crime Reduction Act 2006 gives schools powers to screen or search pupils for weapons. At Lawn Primary and Nursery School it is extremely unlikely that pupils would conceal weapons and therefore staff have not received training in weapons disarmament. Staff will not be requested to undertake searches. As the power to search should only be used where it is judged to be safe, if the school decides that a search may be necessary then the Headteacher/Deputy Headteacher would liaise with the Police.

All members of staff will be permitted to use reasonable force where they believe it to be appropriate in line with their training, as long as all necessary precautions are taken. The decision to physically intervene during a situation is down to the professional judgement of the member of staff and always depends on the circumstances and the pupil's individual needs.

The power to use reasonable force also applies to any individual whom the headteacher has identified as temporarily in charge, such as volunteers. Staff members will use actions that are appropriate and in proportion to the circumstances. Restraint will never be used routinely. Where reasonable force is required, the degree and type of force that is used will depend on the pupil's circumstances, eg. their age or SEND.

### Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving and should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in this policy. Seclusion, as defined in this guidance, is not a disciplinary response to deliberate or wilful misbehaviour.

There are disciplinary measures that are similar, such as removal from the classroom. Schools should refer to the Behaviour in school's guidance for further information on these and other disciplinary measures.

### Time out

This involves restricting the child's access to positive reinforcements in a room or area which they may freely leave. It is a specific behaviour management technique and does not necessarily mean time spent out of the class/group, but rather refers to a withdrawal of attention and/or things they find rewarding. It could be as simple as turning away from a child who is attention-seeking, or positioning a child away from the class/group. This withdrawal of

attention could also be achieved by sending a pupil to another class/group or a quiet area. If the pupil is sent to another class, then parents will be informed.

### Emergency use of restrictive intervention, including reasonable force and restraint

This may be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Members of staff retain their duty of care to pupils and any response, even in an emergency, must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. Following any such incident, a risk assessment/co-regulation plan will be devised (or the existing one updated) to support effective responses to any such situations which may arise in the future.

Wherever possible assistance will be sought from another member of staff.

In many cases where restrictive intervention or reasonable force is required, minimal and non-restrictive force will be appropriate, eg. holding a pupil's arm to escort them from a classroom.

Reasonable force techniques that involve restraint will only be used where the staff member in charge feels it is necessary to prevent serious harm. In general, restraint will only be used briefly and prolonged restraint will not be used, ie. restraint beyond that which is necessary to remove the immediate threat a pupil is posing to themselves or others.

Where staff determine restraint is necessary, they will calmly communicate the reasons for their actions to the pupil and explain why it is necessary in a non-threatening manner. In most cases, staff will communicate this to pupils before making physical contact to minimise distress and/or further aggressive behaviour from the pupil; however, the school recognises that this is not possible in some emergency situations.

Staff will never give the impression that they are acting out of anger or are punishing the pupil. Staff members will always avoid acting in a way that could cause injury; however, the school understands that accidental injury may occur in emergency situations where there is not sufficient time for a considered response, eg. bruising on a child's wrist where a staff member has grabbed them to prevent them running onto a busy road.

Where a member of staff believes that they are at risk, eg. where an injury is likely to occur, they will not intervene in an incident without the help and assistance of another staff member.

Restraint techniques which present an **unacceptable** risk and will not be used under any circumstances include:

- The 'seated double embrace' where two staff members force a pupil into a sitting position and lean them forward whilst a third staff member monitors their breathing.
- The 'double basket-hold' in which a pupil's arms are held across their chest.
- The 'nose distraction technique' which involves a sharp upward jab under the pupil's nose.

Staff will also be aware that, in some instances, it will cause more distress to a pupil, and may increase the risk of harm to their peers, if they are prevented from leaving an area, eg. their classroom, using restraint. Where it is not dangerous to allow them to leave, the staff member in charge of the situation should use their judgement in allowing a pupil to remove themselves from the area, as environmental factors in the area specifically may be provoking their behaviour.

Following the incidents where restraint is used, the pupil involved may be subject to separate disciplinary procedures, in which strategies should be formed to help avoid reoccurrence of such incidents.

### Minimising the need to restrictive intervention

At Lawn Primary and Nursery School we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of restrictive intervention. In addition to this, pupils who present with persistent challenging behaviour will be supported by the SLT and/or the Nurture Team (including the SENCO), who will work in partnership with the classteacher in supporting the co-regulation plan/support plan/individual risk assessment and associated behaviour targets.

Staff will not generally resort to restrictive intervention or reasonable force immediately without first questioning whether there is a need to use it. Staff will question whether:

- Verbal de-escalation can be attempted with reminders to make the right choices, use kind hands/feet or have time to calm.
- To use 'Zones of Regulation' where possible to support our pupils in knowing and understanding their emotions so they can alter to a calmer zone.
- There are actions that can be taken to remove triggers from pupils, eg. dimming the lights and encouraging quiet where a pupil is having a meltdown in response to sensory overstimulation.
- The pupil can be removed from the situation without restrictive intervention, eg. if they will follow a member of teaching staff out of the classroom. Alternatively, and if possible, removing others to a safer space could give the child space.
- The pupil has a condition or support needs that mean restrictive intervention would be inherently more dangerous, eg. asthma which may be made worse by restrictive holds or sensory issues where physical touch would contribute to sensory overload and may provoke aggressive behaviour.
- They have the ability, training and adequate support to physically intervene safely without causing unnecessary harm to the pupil or themselves.

Where there is no immediate risk of harm to themselves or others, destruction of property or serious disruption, reasonable force will not be used on the pupil. Any reasonable force used in

situations that are non-urgent will only be used once all alternative options have been exhausted and where the staff member in charge deems that the situation is escalating.

The school understands that, in some cases, action may be required very quickly, eg. in the event that a pupil attempts to run out into a busy road, or where pupils begin a violent fight with one another and staff are forced to pull the pupils apart. Staff will not be penalised for resorting to the use of restrictive intervention, reasonable force or restraint, in such situations where it is justified and perceived necessary to prevent harm to others or property in the circumstances.

Restrictive intervention will be applied with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. Restrictive intervention is not used as a method of behaviour management or discipline – only as a last resort in situations that require de-escalation to prevent harm.

Through the PSHE curriculum, pupils learn about feelings and managing conflict, where this is appropriate to their level of development. This ethos further promotes independence, choice and inclusion; pupils are given maximum opportunity for personal growth and emotional wellbeing.

All staff are given information regarding skills and techniques to use to help them defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise. Restrictive intervention will only be used when the risks involved in doing so, are outweighed by the risks involved in not using force.

Prevention of unsafe behaviour will be enabled through:

- The deployment of appropriate staffing numbers.
- The deployment of appropriately trained and competent staff.
- Attempting to avoid situations and triggers known to provoke challenging behaviour.
- Creating opportunities for choice and achievement.
- Developing staff expertise through a programme of Continuous Professional Development.
- Exploring pupils' preferences relating to the way/s in which they are managed.
- Staff employ 'defusion' techniques to avert escalation of behaviour into violence or aggression.

## **7. Safe Touch**

The school understands that the following examples are instances of safe touch which may occur between staff and pupils:

- Comforting an upset or distressed pupil.
- Congratulating or praising a pupil.
- Holding the hand of a pupil to guide them, such as when crossing a road or walking to assembly.
- Giving first aid to a pupil.

- Demonstrating exercises or techniques during PE lessons.
- Administering medicine.
- Using musical instruments.

The school understands that certain types of physical contact between staff and pupils are inappropriate and that safe touch should never be invasive, humiliating or flirtatious.

Staff employing touch for reward or comfort will use the 'school hug', rather than an embrace. The school hug is a sideways hug whereby the member of staff places their hands on the pupil's shoulders.

The school recognises that staff will sometimes need to hold a pupil's hand, eg. to guide them or prevent them from physical harm.

The school understands that pupils are not always aware of the boundaries between staff and pupils and thus may try to engage in physical contact. Should a pupil try to engage in any inappropriate physical contact, the member of staff will explain to the pupil why it is unacceptable and encourage them to engage in using safe touch instead.

If a member of staff attempts to use one of the safe methods of touch and a pupil is unhappy or uncomfortable with this, the member of staff will retract immediately in order to respect the pupil's wishes.

Appropriate touch involving pupils with SEND will be in line with their Education Health Care Plan (EHCP) or Individual Health Care Plan (IHCP).

Where it is reported that a staff member has engaged, or is suspected to have engaged, in touch that is not appropriate in line with this policy and the Staff Code of Conduct, this will be handled in line with the reporting a low-level concern, or, where there have been multiple reports of inappropriate touch or an instance of touch which is severely inappropriate, making an allegation of abuse. The procedures for reporting and form can be found in the LPNS Safeguarding and Child Protection Policy.

## **8. Pupils with SEND**

The school will have due consideration to the risks posed by the additional vulnerability of pupils with SEND in terms of restrictive intervention and reasonable force.

The SENCO will ensure that the stipulations of the Equality Act 2010 are adhered to in relation to reasonable adjustments, non-discrimination and the Public Sector Equality Duty, and will ensure that staff that come into regular contact with pupils with SEND are aware of the ways in which their needs can be met without the use of restrictive intervention.

The school is aware that pupils with SEND may sometimes experience emotional dysregulation, which can sometimes manifest in behaviour which may be aggressive or seem uncontrollable. Where it is known that a pupil is prone to emotional dysregulation, the SENCO, Headteacher and/or Deputy Headteacher will draft a risk assessment/co-regulation plan to determine planned strategies for managing the pupil's dysregulation that are tailored to the pupil's

specific needs, to avoid the use of restrictive intervention. These will be conducted in collaboration with the pupil (where appropriate) and their parents/carers.

Some pupils with SEND may require restrictive intervention when they feel overwhelmed or stressed, eg. a tight hug; however, this will be discussed as part of relevant risk assessments/co-regulation plans and agreed with parents/carers.

Staff members will not assume that a technique employed for one pupil with SEND will be applicable to other pupils with SEND.

Staff will also be aware that pupils with SEND may engage in frequent, repetitive self-stimulatory behaviour, known as 'stimming', and that some pupils may engage in self-injurious stimming, eg. repeatedly hitting or scratching themselves. While this can be alarming, staff will be aware that stimming is often carried out as a means of emotional regulation or self-soothing in response to stressful or overwhelming stimuli. Staff members will aim to remove distressing stimuli from the environment, where possible, or will support pupils to engage in less harmful stimming methods, eg. by providing them with something to play with or demonstrating a less harmful stim, such as hand flapping.

Staff will be aware that restraining a pupil in a way that prevents them from stimming entirely can cause extreme distress and lead to further aggressive behaviour. Self-injurious stimming and tactics to support a pupil to engage in safer stims will be included as part of the pupil's risk assessment.

### Visits Out of School

Our equal opportunities policy states that all pupils should be included in all curriculum activities. However, health and safety remain a priority and staff should carry out risk assessments for pupils that may be a possible danger prior to each visit into the community. Due consideration should be given to the following:

- Is the pupil able to cope with the demands of the proposed visit?
- Are there sufficient, suitably trained staff - particularly if there should be an incident?
- How will you contact school to get extra help if necessary and how will you get back?

We will always aim for a child to be able to participate in all curriculum activities and will work hard to ensure we can put strategies in place to support this. We will risk assess case by case and will work with parents/carers to reduce the risks and/or put in and steps required should the risk deemed to be very high. As a last resort, this may mean a child may not be able to participate but this will always be when all steps have been exhausted.

The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy at all times.

## **9. Post-incident support**

Following an incident of restrictive intervention, all pupils and staff members involved will be given any necessary first aid to treat injuries as soon as possible, and emotional support.

Wherever restrictive intervention is used, staff members and pupils involved in incidents will be given separate opportunities to reflect on what happened. At a later point time, and if appropriate, a restorative conversation may be used to support recovery.

It will be explained to the pupil involved the reason that such intervention was used, and reassured that the use of the intervention was not a punishment for their behaviour, but rather a method of defusing the situation and preventing them from harming themselves or others. The pupil will be asked about the reasons for their behaviour, including:

- Why their environment was causing such distress for them, eg. in an instance of sensory overstimulation leading to dysregulation.
- Whether they feel there was anything that could have been done to meet their needs before the situation escalated.
- Whether, and how, staff actions were helpful or unhelpful.

Staff will be encouraged to reflect on their actions and how they handled the situation, and will be reassured, where appropriate, that they have done nothing wrong and acted in what they perceived to be the best interests of pupils.

### Recovery

Pupils who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity.
- Quiet time away from the incident/trigger.
- Resuming their usual routine/previous activity as soon as possible, especially for pupils with special needs.
- Time with a member of staff to debrief the incident.

### Injury to the Child

Whilst the use of restrictive intervention is intended to reduce risk, there is always risk when two or more people engage to use it to protect, release or restrain. Team Teach/CPI techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the child remains safe. Any such injury will be reported using the restrictive intervention form on CPOMS and the school's accident form. Any injuries to pupils as a result of incidents involving restrictive intervention will be reported to the Headteacher / Deputy Headteacher and parents / carer.

Adequately trained staff may be called upon to implement First Aid or seek further guidance in the event of an injury or physical distress arising as a result of a restrictive intervention.

### Staff Support Following Incidents

Any member of staff or pupil at the school involved in or witnessing a significant incident involving the use of restrictive intervention, may require additional support following the incident. Staff should ensure that they are fully recovered from an incident before resuming

their duties and colleagues are encouraged to seek and offer support where it is deemed necessary.

At Lawn Primary and Nursery School we have a debrief procedure which should be utilised if staff need to debrief after an incident. Where staff have been involved in a significant incident involving reasonable force or restraint, they should have access to support; this will be made available/supported through the Headteacher or Deputy Headteacher. Staff may also contact the Local Authority's Counselling Line – Care First.

## **10. Recording and Monitoring Incidents**

### Reporting and recording

A detailed written report will be kept of **all** incidents where the use of restrictive intervention has occurred.

Immediately following an incident, the member(s) of staff involved will **verbally** report the incident to the either the headteacher/ deputy headteacher/SENCO or another member of SLT if they are unavailable. They will then use the Restrictive intervention form on CPOMS to record the required information. This report must be a comprehensive written record and be created as soon as practicable and no later than the end of the same day. The written report of the incident must be thorough, including as much detail as possible as to what had happened before, during and after the incident, the reasons why specific interventions were employed, and any injuries incurred due to the incident.

To reiterate, this record should be recorded using the Restrictive intervention form on CPOMS. The principal member of staff who has used restrictive intervention should complete the form and add names of the other adults present. Staff members who do not record an instance of restrictive intervention where it has occurred may be disciplined in line with the Disciplinary Policy and Procedures.

Parents/carers must also be verbally notified of the incident as soon as is practicable and no later than the same day. They must also be provided with a copy of the written report. The report must be checked by the either the headteacher/deputy headteacher/SENCO or another member of SLT who will ensure that the written copy of the record is sent to the parent/carer.

### Monitoring

Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour may require the use of restrictive intervention.

Monitoring of incidents will take place on a regular basis (at least each full term) and the results used to inform planning to meet individual pupil and school needs. The Headteacher/Deputy Headteacher will ensure there is a full termly summary of incidents to the Governing Body that have involved the use of force.

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure.

## **11. Complaints**

All members of staff will be made fully aware of the consequences and legal retributions that can occur following the incorrect use of restrictive intervention.

All complaints regarding the use of restrictive intervention will be investigated in a thorough and speedy manner. The person making the complaint is responsible for providing evidence for their allegations, eg. testimony of events or evidence of injury – it is not for the member of staff to prove that their actions were made reasonably.

Where the nature of any complaint made by a pupil, parent or other person in relation to the use of physical hold within the school indicates that an allegation of mishandling by a member staff, the school's complaints policy will be followed.

All complaints about the use of restrictive intervention will be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true. It is not for the member of staff to show that he/she has acted reasonably. Suspension will not be an automatic response when a member of staff has been accused of using excessive force, as is stated in the DFE Guidance to schools on the Use of Reasonable Force July 2013. The guidance makes clear that a person must not be suspended automatically or without careful thought. The school will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate. If a decision is taken to suspend a staff member, the school should ensure that they have access to a named contact who can provide support.

Governing bodies should always consider whether a staff member has acted within the law when reaching a decision on whether or not to take disciplinary action against them. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

In such circumstances, the investigation of the complaint/allegation and any resulting action in respect of child protection, disciplinary or other procedures will be carried out in accordance with the guidance received from the LA.

### Whistle Blowing

Whilst the training in TEAM TEACH/CPI provided to some staff, encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, restrictive intervention can be misapplied. Staff are reminded that part of their duty of care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns should be raised with the Headteacher in line with the school's Safeguarding Whistleblowing Guidance which is located within LPNS Safeguarding and Child Protection Policy. If the concern is regarding the Headteacher, then the Chair of Governors should be informed. The Headteacher/ Chair of Governors will follow the guidelines and procedures as set out in the managing allegation section of the policy.

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union. The Headteacher will ensure that any subsequent concerns arising from an investigation are addressed and practice is improved as a result.