



<p>Bridgelea Primary School Bridgelea Road Withington Manchester M20 3FB</p>	<p>Bridgelea Primary School Plymouth Grove West Longsight Manchester M13 0AQ</p>
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## Physical Intervention Policy

**Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.**

<b>Implemented</b>	<b>SLT</b>
<b>Presented by</b>	<b>Kelly Eyre</b>
<b>Ratified by Governors</b>	<b>June 2022</b>
<b>Review Date</b>	<b>June 2023</b>

## Bridgelea Primary School Vision & Mission Statement

Our overall vision of '**Understanding People**' captures our core purpose perfectly. At Bridgelea school we want to help our children, families, and communities to understand themselves and others more, whilst keeping their understanding of the statutory and wider curriculum.

COMLP Vision: **New Beginnings-Positive Futures.**

Our 5 values directly reflect our main principle; nurture. We believe that all of our young people deserve the best education possible and we do this by creating the conditions for them to thrive.



# New Beginnings – Positive Futures



**Our Shared Values**

<p><b>Communication</b> We seek to understand each other better through clear and effective communication</p>	<p><b>Inclusivity</b> Being inclusive is intrinsic to our approach with learners, staff, parents and Governors</p>	<p><b>Nurture</b> We seek to ensure our learners and staff feel safe and supported in every aspect of their lives</p>	<p><b>Resilience</b> We want to equip our young people with the knowledge and skills to independently sustain positive choices</p>	<p><b>Aspiration</b> We have the highest aspirations for our learners and staff and we build our environments to deliver success</p>
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**We are guided by the 6 principles of nurture in everything we do**



<p><b>Language as a vital means of communication</b> Elklan trained staff SLCN specialists</p>	<p><b>Importance of nurture for the development of well-being</b> PASS Rights Respecting Nurturing Schools Programme Student and staff well-being</p>	<p><b>The Classroom offers a safe space</b> Trauma informed practice ACEs and Attachment aware Restorative approaches Team Teach</p>	<p><b>Importance of transition in pupil's lives</b> Outreach offer Post-16 support Admission and Re-integration Structures and routines</p>	<p><b>Children's learning is understood developmentally</b> Literacy and numeracy Strong SEND practice Boxall Profiles Graduated Response 'Stage not age'</p>
<p><b>All Behaviour is communication</b> Curious not judgmental 'Understand the behaviour'</p>				

## UN Rights of the Child: Bridgelea 10 Articles

Through the School Council the children decided they would like to focus on the following 10 Articles, whilst understanding no right is more important than another:

### Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

### Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

### Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

### Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

### Article 27

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

### Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

### Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

**Article 30**

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

**Article 31**

You have the right to play and rest.

**Article 39**

You have the right to help if you've been hurt, neglected or badly treated.

**The Six Principles Of Nurture**

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.



**Purpose of this Document**

- To outline the vision for use of restrictive physical intervention guiding Bridgelea.
- To develop a policy that is supported and implemented by the whole school community; children, parents and carers and staff based on our mission statement and shared values.
- To ensure all staff understand all behaviour is communication.
- To provide pupils with a positive behaviour framework based on the principles of Nurture and Rights Respecting approaches.
- To provide a framework which supports staff to unlock potential in children at their developmental stage not age in years

This policy should be read in conjunction with other school policies:

- Behaviour, Communication and Relationships Policy
- Nurturing School Policy
- Safeguarding Policy
- Appropriate Touch Policy
- Equality Policy

All policies are available on the school website.

The role of the whole organisation is to create a consistent and calm approach that will help prevent the need for reactive measures to be taken. Pupils need at all times to have their own individual needs borne in mind – we will be flexible.

- Article 29; The right to be the best that you can be.
- Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 12 Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 28 (right to education) Every child has the right to an education.

### **Legislation and Statutory Requirements**

The use of all forms of physical intervention and physical contact are governed by the criminal and civil law. The unwarranted or inappropriate use of force may constitute an assault. In addition, it may infringe the human rights of a child or young person.

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:-

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Prevent a pupil from the risk of harming themselves through physical outbursts.

School **cannot** use force as a punishment.

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- School suspensions and permanent exclusions
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online.

## **Underpinning Principles**

### **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 have a right to:**

- Have their needs met
- Be supported and encouraged to make positive choices
- Opportunities to develop self-control
- Be supported in difficult situations
- Have any crisis that may occur safely managed

### **Parents have a right to:**

- Individual consideration of their child's needs by staff who have a responsibility for their care and protection
- Expect staff to undertake their duties and responsibilities in accordance with the school's policies
- Expect the staff in school to respect their parenting decisions, to be non-judgemental and to work in positive partnership with them
- Be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school
- Be informed about the school's complaints procedure

### **The school will do all they can to ensure:**

- That pupils understand the need for and respond to clearly defined limits which govern behaviour in the school
- That pupils will have access to a proactive, supportive environment to enable predictability with the opportunity to be successful.
- Parents should have committed themselves to ensure the good behaviour of their child and that he/she understands and follows the school's behaviour policy.
- Parents will be encouraged to take a full and active part in implementing behaviour support plans both at school and in the home.

## **Objectives**

- Good personal and professional relationships between staff and pupils are vital to ensure effective learning and teaching in our School. It is recognised that the majority of pupils at Bridgelea respond positively to the strategies used by staff.

- Concrete and intrinsic rewards or positive consequences play a large part in engaging pupils in their learning and classes operate appropriate systems which can also carry negative consequences.
- All of these elements help to ensure the well-being and safety of all pupils and staff in Bridgelea.
- It is also acknowledged that, in exceptional circumstances, and where in the best interests of the child, staff may need to take action in situations where the use of reasonable, proportionate and necessary physical intervention may be required.
- Bridgelea Primary School acknowledges that physical techniques are only a small part of a whole setting approach to risk reduction and behaviour management.

Every effort will be made to ensure that all Bridgelea staff:

- Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of restrictive physical intervention is necessary.
- Are provided with appropriate training and updates to deal with these difficult situations.
- Have their practice monitored to maintain safety and quality.

### **Minimising the need to use restrictive physical intervention**

At Bridgelea Primary School we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of restrictive physical intervention. In addition to this, pupils have individual Communication Charts which are regularly reviewed. The school uses Nurturing Approaches and a Rights Respecting Ethos to help pupils to learn about feelings, rights and managing conflict. The School curriculum and ethos promote independence, choice and inclusion and pupils are given maximum opportunity for personal growth and emotional wellbeing.

All employed staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise. Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not using force. Decisions will be driven by what is in the best interests of the child and the action should be **reasonable, proportionate and necessary (RPN)**.

Whilst the physical techniques are intended to reduce risk, there is always risk when two or more people engage to use force to protect, release or restrain. The physical intervention techniques used seek to avoid injury to the pupil, 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 pupil remains safe.

### **Implications of the Policy**

The DfE Use of Reasonable Force Guidance July 2013 states that reasonable force may be used to prevent pupils from hurting themselves or others, from damaging property, risk of a crime being committed or from serious disruption to learning. It also outlines the limits within which school staff work and should be read in conjunction with this policy.

As teaching and non-teaching and agency staff 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 reasonable and proportionate techniques is one of the management methods for reducing risks presented by children's challenging behaviour. Pupils' Communication Charts

are Safe Systems of Work under Health and Safety Regulations. As such, it is imperative that these plans are followed, updated and implemented by all members of staff. The application of any form of physical intervention inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. There is an understanding that even with detailed plans in place, context and situation, may result in staff making a dynamic risk assessment as necessary in the best interests of the child

The use of force as outlined in Section 93 of the Education and Inspections Act 2006, can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy, including seeking to use de-escalation strategies wherever possible in order to prevent the need for physical intervention.

Staff need to be aware that they are responsible for:

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

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

### **Staff authorised to use Restrictive Physical Intervention**

By reason of their conditions of service, the Headteacher can authorise all teachers, teaching assistants and support staff to use restrictive physical intervention following appropriate training.

Untrained staff are not allowed to use planned restrictive physical interventions, (Team-Teach techniques). However, untrained staff have a duty of care to ensure the safety of pupils and themselves. Therefore, this may mean the use of some physical intervention during an emergency situation in order to protect themselves or pupils when significant harm or damage appears inevitable. Risk assessments are required to minimise any foreseen events.

Authorisation is not given to volunteers or parents and therefore they are not left unsupervised with pupils.

Supply staff will not be authorised to use physical intervention unless they are familiar with this school's policy, have undertaken training and have been authorised to do so by the Headteacher.

The Head teacher will maintain a list of those who have been authorised and the training provided. This list will be reviewed yearly and as training occurs.

### **Definitions of Positive Handling**

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling 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. Communication Charts are a plan for the 'positive management of pupils' behaviours which challenge. They are based on a risk assessment and identify positive prevention strategies and how a pupil may need to be supported in a crisis.

## **Physical Contact**

Situations in which physical contact occurs between staff and pupils, for example in the care of pupils, in order to support their access to a broad and balanced curriculum. It would seem reasonable that children do require opportunities for close contact such as cuddles/hugs

(See Appropriate Touch Policy)

## **Escort/ Guide**

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder or using an appropriate escort where the pupil is compliant. This technique, in the hands of a skillful practitioner, allows many pupils to be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to “defuse” a situation by a timely intervention.

## **Physical Control/Restraint/Restrictive Physical Intervention (RPI)**

This will involve the use of reasonable, proportionate and necessary force when there is an immediate risk to pupils, staff, property or of an offence being committed. Such incidents, where the child shows physical resistance must be recorded electronically on IRIS. If anyone is injured this should be recorded under the ‘accident’ tab on IRIS. Records of incidents must be completed by the end of the school day, wherever possible. An attempt to inform the parent / carer must be made on the same day.

The level of compliance from the pupil determines whether or not the interaction is an escort, guide or restraint. **RPI is defined by the DoH/DfE as the positive application of force by staff, in order to overcome rigorous resistance, completely directing, deciding and controlling a person’s free movement.**

## **Planned and Emergency Physical Interventions**

A planned intervention is one that is outlined in the pupil’s Communication Chart. This should cover most interventions, as possible scenarios will be identified and planned for when the Communication Chart is drawn up.

An emergency physical intervention 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 for the minimum amount of time to prevent injury and maintain safety, consistent with the training that they have received. Following any such incident, a Communication Chart will be devised (or the existing plan updated) to support effective responses to any such situations which may arise in the future.

## **Deciding Whether to Use Restrictive Physical Interventions**

Both behaviours which challenge and restrictive physical interventions involve a risk to staff and pupils. A risk assessment aims to balance these risks. The aim of the individual pupil’s Communication Chart and of this policy is to reduce the risks associated with pupils’ challenging behaviour, the risks that are associated with the behaviour itself and the risk of

managing that behaviour. The risks of employing an intervention should be lower than the risks of not doing so.

Risk Assessments and Communication Charts will be shared with all staff and parents / carers and be kept electronically on CPOMS.

Staff receive training in appropriate physical intervention techniques and receive information about the risk to pupils of positional asphyxia. There are very clear protocols delivered during training to minimise the possibility of this and to ensure that appropriate safeguards are implemented.

In addition to staff training, there are regular staff updates on matters arising in relation to use of restrictive physical intervention. Staff have access to a number of staff qualified in the training of de-escalation and positive handling techniques.

### **Physical Intervention will stop if the child has:**

- **Difficulty in breathing/ says they cannot breath**
- **Vomits**
- **Has a fit or seizure**
- **Experiences swelling or change of hue of skin**

Wherever physical intervention is used staff will keep talking to the pupil, using appropriate language levels, in a reassuring and positive manner unless risk assessment has indicated that this is likely to inflame the situation.

Unplanned physical intervention will trigger a risk assessment that must lead to a Communication Chart including all pro-active and reactive strategies to be used.

### **Length of Individual Restraint**

- Staff involved in lengthy Team Teach physical interventions will allow other members of staff to take over to ensure that incidents do not become a 'personal' issue between the pupil and specific member of staff. All staff are trained on the use of 'Help Scripts' to support this.
- A restrictive physical intervention lasting more than thirty minutes will trigger the notification of parents and in the case of a serious risk the police may be involved.
- Staff become more vulnerable if involved in lengthy restrictive physical interventions.

### **Frequency of Individual Restraint**

- Details of the expected frequency of physical interventions need to be risk assessed and noted in any risk assessment and Communication Chart.
- Frequent Physical Interventions are deemed to be two to three times a week.
- There needs to be a significant reduction in the frequency of restrictive physical interventions over a set period of time.
- If frequent restrictive physical interventions are required over a longer period of time then this may indicate that there is a need for a further assessment of need. A multi-disciplinary meeting or Solution Circle meeting may be required.
- Advanced Team-Teach techniques may be required for such a pupil and should be discussed with the Team Teach consultant. Training should be in place.

### **Safe Base Rooms**

At Bridgelea we have Safe Base rooms which provide a safe and secure environment for pupils to gain control of their emotions and regulate themselves. The Safe Base room needs to be seen by each pupil as a safe place so should never be used as a consequence or as a threat.

A pupil may need the Safe Base room for different reasons for examples:

- To regulate after an incident
- To de-escalate an incident or pre-empt one by changing environments
- A safe place for a pupil during an incident
- A quiet, distraction free environment to regulate, relax or reduce stress/anxiety.

Where-ever possible staff should remain in the room with the pupil. Some pupils want to be on their own and may request that the door is shut or shut the door on themselves. In this case staff should monitor and observe that the pupil is safe whilst in the room.

\*The doors on the safe base rooms do not have any locks.

### **Health and Safety of Staff**

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety. Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' Communication Charts, have a duty to report these to the Headteacher immediately as there may be an impact on their own safety and that of colleagues and/or pupils.

### **Staff Training**

School employs an Advanced Team Teach trainer and additional Intermediate Team Teach trainers who support staff across both sites, through staff training, staff updates and drop in sessions.

Behaviour Management training is available for all staff at Bridgelea; for most staff this is enhanced by training in the use of positive handling and it is the responsibility of the Headteacher to ensure this training is kept up to date. Prior to the provision of training, guidance will be given on action that can 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.

### **Support**

The school is committed to providing regular professional development on behaviour strategies/management for all staff in order to maintain the ethos of the school, its values and the boundaries of acceptable behaviour.

Staff who have been involved in difficult incidents will be offered the full support of the SLT in talking through the incident. In this follow up work senior managers and staff will look for "lessons to be learnt" and alter procedures or develop training as the result of these insights.

Pupils who have witnessed an incident of Physical Intervention and who are distressed will be supported by an appropriate member of staff.

## **The Post incident Support structure for Pupils and Staff**

Physical techniques are not used in isolation and the school is committed to ensuring that, as a result of incidents, learning opportunities are created for pupils that allow them to 'own' and take responsibility for their behaviour at a level appropriate to their stage of development.

In addition, procedures are in place to ensure that appropriate support is provided for staff and that following an incident, pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained. Staff have access to supervision sessions or School UK services and the employment assistance programme, outside of their line management, should they require additional support or guidance. All staff teams are encouraged to access solution circles or coaching from Team Teach tutors, should they feel it necessary.

All people take different amounts of time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase.

Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. Injuries may occur even if staff have attempted to follow all procedures. Part of the post incident support should ensure that staff do not blame themselves for anything that may have gone wrong. Post incident support should also result in an opportunity for learning for all to occur. Time needs to be given to repair relationships between staff and pupils.

Children who have been subject to physical intervention will be given the opportunity to regulate. When appropriate, a pupil may be helped to work through an incident using different techniques e.g. comic strip conversations. Some pupils will need to be given time to express their feelings, suggest alternative actions for the future and talk through the incident with a trusted member of staff. Some pupils find that revisiting incidents directly is distressing or becomes a trigger for another incident and alternative methods to help them learn from the situation will be required.

Time and effort are put into a post incident support structure to try to ensure that the outcome of a serious incident can be learning, growth and strengthened relationships. Here staff should consider using the model of Restorative Justice, which all staff have received guidance on.

## **Visits out of School**

Our Equality Policy states that all pupils should be included in all curriculum activities. However, Health and Safety remains a priority and staff should carry out risk assessments for each pupil 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?

## **Recording Incidents**

Where physical control or restraint has been used and the child has shown physical resistance, a record of the incident will be kept. This record should be made electronically on IRIS. Appropriate documentation will be completed as soon as possible after the incident on the same day and usually prior to staff leaving at the end of the school day.

## **Reporting incidents**

All Physical Intervention incidents recorded on IRIS will be reported to parents. This may be in person, by telephone, text (phone or class Dojo) or in the home-School diary.

## **Monitoring Incidents**

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents by a member of SLT, will help to ensure that staff are following the correct procedures and will be used to alert the Head Teacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis (usually weekly) and the results used to inform planning to meet individual pupil, school needs and support for staff. The Headteacher will present an annual summary of incidents that have involved the use of force to the Management Group.

## **Action After an Incident**

At Bridgelea we have a debrief procedure which should be utilised if staff need to debrief after an incident. Where staff have been involved in an incident involving reasonable force, they should have access to counselling and support. Within the School, this will be made available/supported through discussion with ELT / SLT, supervision sessions and School UK.

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:

- Review of Communication Chart
- Graduated response e.g. holding a solution circle or signposting to support from a Team Teach tutor
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- Exclusions Procedure

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.

In some circumstances it may be appropriate to provide additional training or professional support for particular staff in relation to the management of incidents where, although the criteria for the application of the above procedures were not met, it is decided that the incident could have been managed more effectively.

## **Support Following Incidents**

Bridgelea believes that “Listening and Learning” is vital to the ethos of the School. Staff within the school use a wide range of skills and communication aids to ensure that “Listening and Learning” takes place following incidents.

Any member of staff at the School involved in, or witnessing, a serious incident involving the use of RPI 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.

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 Autistic Spectrum Disorder
- A drink of water may be given
- Other support as set out in the child’s Communication Chart

## **Complaints**

The availability of a clear policy about reasonable force and early involvement of parents / carers should reduce the likelihood of complaints but may not eliminate them. Where the nature of any complaint made by a pupil, parent or other person in relation to the use of RPI within the school indicates that an allegation of mishandling by a member of staff is being made which complies with the criteria contained in CSA guidance, the matter will be reported to the Local Authority Designated Officer in accordance with Local Authority procedures.

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 Local Authority.

## **Whistle Blowing**

Whilst the physical intervention training provided to staff, encourages the use of help scripts and reflective practice, it is acknowledged that under some circumstances, physical 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, (short of immediate Child Protection concerns which should of course be passed to the DSL), should be raised with the Headteacher and Team Teach Tutor, or another Senior Leader or with the Chair of the Management Group in order to allow concerns to be addressed and practice improved.

## **Governor Consultation**

All governors have been consulted in the development of this policy and their comments taken into account. The policy has been duly ratified in line with statutory procedures.

## **Parental Consultation**

Parents have been consulted and they are informed of the policy and its practical implications for pupils. Their comments have been taken into account and the full policy is held in school and is made available to them on request. Parents who request that individual pupils be exempt from physical intervention are informed that it the policy of the school and that there are no exceptions on health and safety grounds.

## **Staff Consultation**

All staff have been consulted in the development of this policy and their comments taken into account.

## **Useful Guidance**

- [DfE Use of Reasonable Force Guidance July 2013](#)
- [Reducing the need for restraint and restrictive intervention, DfE \(2019\)](#)
- [Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders \(2002\)](#)
- [Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties \(2003\)](#)
- [Searching, screening and confiscation – advice for headteachers, staff and governing bodies](#)
- [Keeping Children Safe in Education](#)
- [Behaviour and Discipline in Schools: Advice for headteachers and school staff \(2016\)](#)
- [BILD Website](#)
- [ICM Website](#)
- [Children's views on restraint, Ofsted, 2012](#)