Care, Control and Use of Restraint Policy

Policy reviewed by:	**Safety and Wellbeing Committee**
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CARE AND CONTROL (incorporating Physical Restraint) Policy

The use of Positive Handling to manage physically challenging behaviour and the power to search students to keep everyone safe.

Introduction:

The policy has been developed to ensure that at all times the use of de-escalation, care, control and restraint is used in the students' best interests and to keep others safe. The policy recognises the impact of physical interventions on both staff and students and sets out how best to support all individuals emotional and physical wellbeing if an event occurs.

Staff training includes how to use non-physical de-escalation strategies to reduce the need for physical interventions or restraint. Strategies include emotional coaching, zones of regulation and strategies learned through Team Teach Training. Furthermore, if a physical intervention occurs the reflective restorative process reduces the risk of a repeated incident. This policy is set out with an understanding that trauma impacts young people. Therefore, staff are trained to support students with an understanding of how trauma impacts a young person's when distressed. School is working towards the TIAAS award (Trauma Informed Attachment Aware School).

Terminology:

For clarity, this guidance will use the following definitions:

Physical Contact: Situations in which physical contact occurs between staff and students, e.g. in the care of students with learning disabilities; in games/PE, to comfort students, provide first aid, guide or escort a student around school, praise or congratulate a student or in a music lesson.

Guiding: The positive application of physical contact to overcome with minimal resistance by prompting and encouraging a person to move away from a challenging situation. Guiding techniques are non-restrictive. The purpose of its application should be to safeguard the person, other people or prevent significant damage to property.

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a student. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain students 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 students and staff as described in 'Other physical contact with students' 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 student 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 student or limits their movement. This may or may not include direct physical contact. For example, holding a student's arms to their sides or removing a student's crutches would both be considered forms of restraint.

Unacceptable use of force: It is illegal to use force on a pupil for the purpose of punishment. Pupils should not be restrained in a way that affects their airway, breathing or circulation.

All physical controls / restraints should be for the shortest duration possible and should stop when it is no longer in the student's best interest to be restrained / physically controlled.

Purpose of policy:

The purpose of this policy is to ensure that no young person receives restrictive intervention or restraint unless it is in their best interests and that staff are able to follow de-escalation care, control and restraint with confidence and within the terms set out in the 1996 Education Act (Section 55O A) which stipulates that reasonable force may be used to prevent a student from doing, or continuing to do, any of the following:

- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether the behaviour occurs in a classroom during a teaching session or elsewhere within the school (this includes authorised out-of-school activities),
- Self-injuring,
- Causing injury to others,
- Damaging property,
- Committing an offence.

Staff will be trained in Team Teach methods and refresher training will be given every two years. From the 2026-27 school year staff will receive annual Team Teach training, in line with new guidance from Team Teach.

The scale and nature of any physical intervention or restraint must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause. (para. 3.4 page 10 DfES Guidance ref: LEA/0242/2002 – contact DfES SEN Schools Team).

Reducing the need for physical intervention:

To reduce incidents requiring physical interventions Selly Oak considers the impact of the schools physical and social environments through:

- Audits,
- Risk assessment,
- Student voice,
- Positive handling plans,
- Information within a student,
- The behaviour policy,
- Emotional coaching and the restorative approach,
- The Trauma Informed Attachment Aware School criteria.

Determining when use of restrictive interventions is appropriate:

When considering the use of physical intervention staff will make a dynamic assessment of the risks considering,

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 2010.14

The student's welfare:

- Staff should consider the impact on the pupils' 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, 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.

6.Power to search students without consent:

In addition to the general power to use reasonable force as described above, authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following prohibited items;

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Digitally held material that could cause offense
- Fireworks
- Pornographic images
- Any article that has been, or is likely to be, used to commit an offence, causes personal injury or damage to property.

Although reasonable force can be used to search for prohibited items, force cannot be used to search for items identified under the school rules. When a student is searched the headteacher will refer to the Searching, Screening and Confiscation advice for school (July 2022).

7. Authorised staff:

In this school all Team Teach trained staff are authorised to use reasonable force within the context of 'Restrictive interventions, including use of reasonable force in schools (April 2026).

The school provides training for all staff, and the CPD Co-Ordinator retains a list of all those staff trained.

No authorisation is given to volunteers, students and parents/carers.

8. Training:

It will be the responsibility of the Deputy Headteachers to arrange suitable training. Training for all relevant staff will be made available. No member of staff will be expected to undertake the use of reasonable force 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.

9. Procedures following a physical control / restraint

The DHT should be notified verbally as soon as possible by the member(s) of staff involved and they should arrange a time to discuss the incident in detail with the DHT.

The DHT will ensure that they nominate a member of staff (normally pastoral managers) to contact via a telephone call parents/carers to inform them of the incident and to record the conversation on the student's communication log. This communication will then be followed up in writing via an email, an online messaging system or letter. Details of the communications will include:

- Name of student and staff involved
- The circumstances of the student
- The time, date, location and approximate duration of the intervention
- A brief account of the incident, de-escalation used and the type of and degree of reasonable force used
- Details of any injuries sustained
- Post incident support

As soon as possible, no later than the end of the day, they should complete an Incident Report Form (IRF) with details of the incident and the physical control / restraint being used. A copy of this should be sent to the DHT - please note if the physical intervention was not controlling or restraining then the IRF only needs completing and it does not need to be copied to the DHT; if the member of staff is in doubt they should discuss it with the DHT.

The DHT will complete the Bound and Numbered Book with the member of staff concerned on the day of the incident- the member of staff will sign the book. The written record includes:

- Name of student and staff involved
- The circumstances of the student
- The time, date, location and approximate duration of the intervention

- A brief account of the incident, de-escalation used and the type of and degree of reasonable force used
- Details of any injuries sustained
- Post incident support

The DHT will ensure the Head Teacher is made aware of the physical control / restraint on the day it happens.

The DHT will ensure that the students' views are sought regarding the incident and recorded in the bound and numbered book.

Twice per half term the DHT will meet with the Head Teacher and explain the consequences and support for the young person and what additional actions, if necessary, have been taken following the incident.

Actions may include:

- The drawing up of a student positive handling plan.
- The drawing up of a risk assessment for the student / situation.
- Re-training for the member of staff.
- Referral in line with the 'Safeguarding and Child Protection Policy' or disciplinary policies.

In the Absence of the DHT then the Assistant Head for Engagement will deputise; in the absence of both, a nominated AHT will deputise.

Procedures following seclusion and non-force-related restraint:

Any incident involving seclusion or non-force related restraint must be recorded on an IRF as soon as possible. Reports should be completed on the same day as the incident and must include:

- Name of student and staff involved
- The circumstances of the student
- The time, date, location and approximate duration of the intervention
- A brief account of the incident, de-escalation used and the type of and why it was necessary
- Details of any injuries sustained
- Post incident support

Reviewing the use of physical intervention and seclusion:

The Headteacher and senior safeguarding team will evaluate the use of physical interventions and seclusion to recognize any patterns or trends in the use of these interventions to put measures in place to reduce the requirement of future use. The team will consider why an intervention was used and the impact on the students and staff.

The DHT will ensure that they nominate a member of staff (normally pastoral managers) to contact via telephone call parents/carers to inform them of the incident and to record the conversation on the student's communication log. This communication will then be followed up in writing via an email, an online messaging system or letter. Details of the communications will include.

Twice per half term the DHT will meet with the Head Teacher and explain the consequences and support for the young person and what additional actions, if necessary, have been taken following the incident.

Complaints and allegations:

Any complaints regarding the use of restrictive interventions should be dealt with in accordance with the school's normal complaints procedure.

If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in Keeping Children Safe in Education should be followed. This includes the provisions regarding suspension of staff.