



This Policy is a Category 1 Policy (Full Delegation)

This policy is in force until further notice from:	Summer 2023
This policy must be reviewed by no later than*:	Autumn 2025
Policy Author(s):	James Biddulph
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This policy aims to:

Create a learning environment in which children, young people and adults feel safe.

Protect every person in the school community from harm.

Protect all children and young people against any form of physical intervention that is

- 2.1. In the context of challenging behaviour, physical intervention with children and young people is the positive use of 'reasonable' force (no more force than is needed), in order to avert danger by preventing or deflecting a child's or young adult's action, or by removing the physical object which could be used to harm themselves or others. The School recognises that the use of force is only lawful if its use is reasonable, proportionate, necessary, and where no more force than necessary is used.
- 2.2. Any physical restraint techniques should ONLY be used within an environment which aims to anticipate and defuse unsafe behaviour; therefore, proactive and preventative approaches should be used in accordance with the Behaviour Principles Written Statement and the School Behaviour Policy.
- 2.3. The School recognises that consistency in staff approaches towards the management of behaviour are key to promoting good behaviour. Techniques to de-escalate a problem should be used first, wherever possible. The following actions could also be used to reduce the risk of escalation:

The appropriate use of language, gestures and communication support aids, positive tone of voice and non-threatening body stance

Verbally or responding by gesture, including British sign language or Makaton sign language, PECS (Picture Exchange Communication System) or tactile communication systems) to acknowledge the child's distress/anger and attempting to calm the heat of the moment; listening and/or observing and reassuring

Asking/requesting in different forms, onlookers to ignore an escalating situation and in

particular incident warrant it.

<p>Where there is a risk of significant damage to property</p>	<p>A young person is engaged in, or is on the verge of committing, significant damage or vandalism to property</p> <p>A young person is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects</p>
<p>Where a child or young person is behaving in a way that is severely compromising good order and discipline.</p>	<p>A young person is behaving in a way that is severely disrupting the school</p> <p>To remove disruptive children from the classroom where they have refused to follow an instruction to do so;</p> <ul style="list-style-type: none"> • prevent a young person behaving in a way that disrupts a school event or a school trip or visit; • prevent a young person leaving the classroom where allowing the young person to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; • prevent a young person from attacking a member of staff or another young person, or to stop a fight in the playground; and • restrain a young person at risk of harming themselves through physical outbursts.

- 3.1. Prevention should be the primary consideration. As the use of force should only be a last resort, staff and volunteers should minimise the possibility of force being needed by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind. Steps to avoid these situations should be taken and the adult should be able to demonstrate that those steps were taken.
- 3.2. All staff in The Trust need to be aware of strategies and techniques they can take to defuse and calm a situation. Leaders should take steps to ensure training for staff who may need to use reasonable force over the course of their work. Staff and new staff should be given a copy of this policy as part of their induction.
- 3.3. This policy and the approaches it endorses will be reviewed as an integral part of the School Behaviour Polcy. This policy should not be viewed in isolation and is closely related to the following:
 - Child Protection and Safeguarding Policy
 - Behaviour Principals Written Statement
 - Staff Code of Conduct
 - SEN/D Policy
- 3.4. The Trust will endeavour to ensure that all staff know and understand their roles and responsibilities in relation to the management of children or young people.
- 3.5. Designated staff (e.g. Tutors or Key Stage leaders) will monitor and analyse the behaviour patterns of children or young people and will use this information to feed into other school areas, for example: teaching and learning approaches, provision development and strategies to encourage positive behaviour management, including de-escalation techniques.
- 3.6. StaffProfessional Development - professional development in the area of physical interventions should be revisited on a regular basis as an integral part of review panel / pastoral meetings and staff/senior leadership meetings. It is an important element of induction process and INSET session
- 3.7. Staff should be made aware of individual children or young people with complex behavioural needs or who may be violent.
- 3.8. The SENDCO will keep staff informed about children or young people with special educational needs who may require special attention with regard to their physical management. Staff will consult with the SENDCO regarding any concerns that they have about the physical management of children or young people with special educational needs.

- 3.9. Some potential strategies are listed below as examples will be influenced by the age of the child or young person(s) and the context in which they are applied.

Move calmly and confidently

Make simple, clear statements

Intervene early

Try to maintain eye contact

If necessary summon help before the problem escalate

If possible, remove the audience from the immediate location

Slowing one's pace

Lowering the voice

Breathing more deeply

Initially matching the pitch and volume of the child's emotional display (shout, cry etc) and then regulate it down

Talking slowly, firmly, and quietly in an unhurried and unflustered way

Providing clear predictable and consistently held boundaries

- 4.1. Procedures should be in place for recording any incident in which a member of staff uses force on a child or young person, and for reporting these incidents to the child or young person's parents/carers as soon as practicable after the incident. Staff will use the Incident Report form at the end of this policy. The Principal will take all reasonable steps to ensure that staff follow the procedure. This is to ensure that parents/carers are kept informed of serious events at school concerning their child. If reporting the incident to a parent would be likely to result in significant harm to the child or young person, then the incident must be reported to the local authority where the child or young person normally lives.

- 4.2. Whether an incident is significant will vary on a case by case basis, but in determining whether it is, staff will need to consider factors such as the child or young person's behaviour and the level of risk presented at the time, the degree of force used and whether it was proportionate in relation to the behaviour together with the effect on the children and young people or member of staff and the young person's age.

- 4.3. Such records may be required for future reference. Immediately following any use of reasonable force the member of staff concerned should inform the Principal or a member of the senior leadership team and provide a written report. Parents/ carers should be contacted as soon as possible and the incident explained to them. This report will be uploaded to CPOMS.. The Principal will advise staff of any support they may need if they are injured after using physical intervention.

- 4.4. Where a child or young person has caused act25 433-16(23-16(2306() (c3 184.13 Tm0 g0 G(a)-

