



Khalsa Secondary  
**Academy**

## Physical Restraint Policy

September 2020

Headteacher	Designated Safeguarding Lead (DSL)	Deputy Designated Safeguarding Lead (DDSL/s)	Safeguarding Trustee	Chair of LAB	CEO
Chris Drew	<b>Jagroop Roopra</b> (Assistant Headteacher)	Amrita Kaur Adam Kilbane Natalie Timotheou Julian Williams Tabitha Rowe (SENDCo)	Susan Jackson	Anita Singh	Nick Singh Kandola

Date written: 19<sup>th</sup> August 2020

Date agreed and ratified by Board of Trustees: 25<sup>th</sup> August 2020

**Date of next review: September 2022**

Signature Chris Drew (Headteacher)



Signature Jagroop Roopra (DSL)



Signature Nick Singh Kandola (CEO)



## Contents

<b>TEAM TEACH, POSITIVE BEHAVIOUR MANAGEMENT LEVEL 1 TRAINING .....</b>	<b>5</b>
<b>1. PURPOSE.....</b>	<b>6</b>
<b>2. PHYSICAL INTERVENTION AND THE LAW.....</b>	<b>6</b>
<b>3. DEFINITION OF TERMS:.....</b>	<b>6</b>
<b>4. IMPLEMENTATION OF PHYSICAL INTERVENTION:.....</b>	<b>6</b>
<b>5. RECORDING PHYSICAL INTERVENTION .....</b>	<b>7</b>
<b>6. SEARCHING STUDENTS.....</b>	<b>7</b>
<b>APPENDIX A, GUIDANCE FOR STAFF RE: HANDLING, USE OF REASONABLE FORCE &amp; RESTRAINT .....</b>	<b>9</b>
<b>APPENDIX 1, PURPOSE OF THIS DOCUMENT.....</b>	<b>9</b>
<b>APPENDIX 2, THE DECISION TO EMPLOY A PHYSICAL INTERVENTION STRATEGY.....</b>	<b>9</b>
<b>APPENDIX 3, IN WHAT WAY CAN YOU PHYSICALLY INTERVENE? .....</b>	<b>9</b>
<b>APPENDIX 4, IN WHAT WAYS MUST YOU NOT PHYSICALLY INTERVENE? .....</b>	<b>10</b>
<b>APPENDIX 5, GUIDANCE FOR MANAGING YOUR INTERVENTION .....</b>	<b>10</b>
<b>APPENDIX 6, MINIMISING THE NEED FOR PHYSICAL INTERVENTION .....</b>	<b>10</b>

## Key Contact List

<b>Role / Agency</b>	<b>Name and role</b>	<b>Contact Details</b>
<b>School Designated Safeguarding Lead (DSL) / Child Protection Coordinator</b>	Jagroop Roopra (Assistant Headteacher)	j.roopra@khalsasecondaryacademy.com 01753 662 009
<b>Deputy Designated Safeguarding Lead (DDSL)</b>	Amrita Kaur (PA to the Head) Adam Kilbane and Natalie Timotheou (Heads of Learning) Julian Williams (Deputy Headteacher) Tabitha Rowe (Assistant Headteacher, Inclusion Lead, SENDCo)	a.kaur@khalsasecondaryacademy.com a.kilbane@khalsasecondaryacademy.com n.timotheou@khalsasecondaryacademy.com j.williams@khalsasecondaryacademy.com t.rowe@khalsasecondaryacademy.com
<b>School Prevent Lead</b>	Julian Williams	As above
<b>School Mental Health Champion</b>	Natalie Timotheou	As above
<b>Trustee with responsibility for Safeguarding and Child Protection</b>	Susan Jackson	s.jackson@khalsacademiestrust.com
<b>Chair Of Local Advisory Board</b>	Anita Singh	a.singh@khalsasecondaryacademy.com
<b>SENDCo</b>	Tabitha Rowe (Assistant Headteacher, Inclusion Lead (SENDCo))	t.rowe@khalsasecondaryacademy.com
<b>PSHE / RSE Coordinator</b>	Ellen Day	e.day@khalsasecondaryacademy.com
<b>Buckinghamshire Safeguarding Children Partnership</b>		01296 382912
<b>Education Safeguarding Advisory Service</b>		01296 382817 tireland@buckscc.gov.uk
<b>Local Authority Designated Officer</b>		01296 382070 secure-LADO@buckscc.gov.uk
<b>NSPCC Whistleblowing Helpline</b>		0800 028 0285
<b>PREVENT Team</b>		communities@buckscc.gov.uk
<b>Education Safeguarding Advisory Service (ESAS)</b>		01296 382912
<b>First Response</b>		secure-cypfirstresponse@buckscc.gov.uk 01296 382912

**If there is immediate risk of harm to a child, call the Police on 999.**

## Team Teach, Positive behaviour management level 1 training

The positive behaviour management level 1, 6 hour course is for staff and organisations that are operating in a low risk setting which is relevant and appropriate to Khalsa Secondary Academy. The course equips individuals with simple de-escalation strategies and basic positive handling techniques to deal with challenging behaviour and encourages positive relationships in their working environment. The qualification remains valid for three years.

The staff listed in the table below have been carefully selected by the Headteacher and Designated Safeguarding Lead to complete Physical Restraint training. Their respective roles require them to complete a variety of whole school duties which include being a break duty lead, a pastoral lead or an SLT link for a year group to offer pastoral, behaviour and academic support/intervention. Other whole school duties include, conducting learning walks and attending incidents to remove students where there has been persistent poor behaviour or a serious incident as part of the 'On Call' system.

It is therefore appropriate for the selected members of staff to have completed Physical Restraint training to ensure that they have a deeper understanding of de-escalation strategies and basic positive handling techniques when dealing with challenging behaviour.

Staff Name	Role	Expiry
Jagroop Roopra	Assistant Headteacher, Designated Safeguarding Lead	07.07.2023
Julian Williams	Deputy Headteacher	07.07.2023
Maninderjit Neta	Assistant Headteacher	07.07.2023
Shilain Keshani	Assistant Headteacher	07.07.2023
Ray Hague	Assistant Headteacher	07.07.2023
Ian Beeston	Assistant Headteacher	07.07.2023
Joanne Ah-Sam	Associate Assistant Headteacher	07.07.2023
Amrita Kaur	PA to Headteacher	07.07.2023
Adam Kilbane	Head of Learning KS5	07.07.2023
Natalie Timotheou	Head of Learning Years 9 & 10	07.07.2023
Alex Betts	Head of Learning Years 7 & 8	07.07.2023

The Designated Safeguarding Lead will review this policy each year, or when necessary as part of the end of year review procedures for Safeguarding at Khalsa Secondary Academy. This will include the necessary amendments being made to the staff training information which is highlighted in the table above.

## 1. Purpose

The purpose of this policy is to make clear the position of the school with regards to necessary physical interventions and to safeguard the well-being of students and staff when a situation or incident requires the use of physical intervention. It is the objective of Khalsa Secondary Academy to maintain consistent and safe practices in the use of handling, reasonable force and restraint.

## 2. Physical Intervention and the Law

The law allows all adults who are authorised by the Headteacher to be responsible for students to use such force as is reasonable to prevent a student:

- a) Committing a criminal offence (or for younger children that which would be an offence)
- b) Causing personal injury, injury to others or damage to property
- c) Engaging in any behaviour prejudicial to maintaining good order and discipline

Staff should not hesitate to act in these situations provided they follow this policy and the attached guidance; however, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience of their professional colleagues.

## 3. Definition of Terms:

**Handling** – refers to any physical intervention applied by a member of staff where it necessary to make physical contact with a student in order to manage their conduct or ensure their own or others safety. Handling strategies may be restrictive or non-restrictive and include shepherding, guiding, supporting, blocking, confining, holding and, in the most extreme cases, restraining.

**Use of Reasonable Force** – is the application of appropriate and proportionate force required to achieve the required outcome from the handling strategy employed (see above) without further endangering the student, member of staff or others present at the time of physical intervention.

**Restraint** - is the positive application of force in order to actively prevent a child from causing significant injury\* to him/herself or others or seriously damaging property. \*Significant Injury would include: actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and self-poisoning.

It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, significant injury would have followed.

## 4. Implementation of Physical Intervention:

All members of staff working with students at the school are authorised to handle, use reasonable force or restrain students if/when such physical intervention is necessary.

No member of staff is required to employ any physical intervention strategy if they are not comfortable or confident to do so effectively.

No member of staff should intervene physically if they have reason to believe that to do so would worsen the situation/incident that is taking place.

In all circumstances where physical intervention is or may become required members of staff should ensure that adult assistance is requested before intervention, although it is understood that circumstances may lead to the need for intervention prior to the assistance arriving.

Staff considering handling, use of reasonable force or restraint must provide opportunity for the student to alter their behaviour/actions before employing a physical intervention strategy and should continue to make instructions to the student and details of their intended interventions clear.

The method of physical intervention employed must use the minimum reasonable force for the minimum length of time (additional guidance regarding what intervention is and is not appropriate is given in Appendix A).

## **5. Recording Physical Intervention**

All incidents where staff feel that they have used force to modify behaviour or conduct should be recorded via Safeguard My School. It is not necessary to record every incident of contact with a child, but where a member of staff perceives that contact has been received at all negatively, they are advised to record the circumstances.

All intervention recording must be done through Safeguard My School. The submitted referral will be automatically sent to the Designated Safeguarding Lead and deputies who will then share with the appropriate leaders at Khalsa Secondary Academy. The Headteacher must always be informed of the intervention that has taken place and in his/her absence, the next chain of command.

It is the responsibility of the intervening member of staff to complete and record the incident on Safeguard My School on the day that the intervention took place.

The circumstances and nature of the physical intervention will be held on the record of the student involved.

The Designated Safeguarding Lead will inform any necessary agencies/authorities of the physical intervention in accordance with DFE and LA guidance. The Headteacher will ensure that parents/carers are appropriately informed.

For the safeguarding of both staff and student, any subsequent investigation of the situation/incident should be undertaken by a member of staff other than the one applying the physical intervention.

## **6. Searching Students**

On occasions a member of staff may have reasonable grounds to suspect that a student is in possession of an item or items which contravene school regulations and could potentially cause harm to the student or others. Under these circumstances The Education Act 2011 extends the power of staff to search students without their consent. Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental

to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Searches will be conducted by two members of staff, at least one of whom will be the same sex as the student.

Khalsa Secondary Academy does not endorse and will not undertake a physical search of any students' person. Where necessary a student will be asked to remove his/her coat and/or blazer, empty all pockets, open their bags and in some circumstances remove their shoes and socks. Possessions and items of apparel that have been removed may then be searched by the staff present.

If undesirable items are discovered the school will use its power of confiscation to retain the offending item(s). Parents/carers, if not present, will be contacted to explain what has been found and any subsequent sanctions that have been applied. Where appropriate, parents/carers will be invited to retrieve the offending property and asked to ensure that they are not brought to school again.

In the event that illegal items are discovered then the Police will be informed immediately.

## **Appendix A, Guidance for Staff re: Handling, Use of Reasonable Force & Restraint**

### **Appendix 1, Purpose of this document**

- To provide for the safety and security of pupils in need of physical intervention.
- To clarify for staff the steps they are allowed to take if a situation requiring physical intervention arises
- To enable staff to distinguish between what intervention is and is not acceptable.
- To help ensure that any physical intervention is minimal, infrequent, recorded and that relevant authorities and parents are appropriately informed.

### **Appendix 2, The decision to employ a Physical Intervention Strategy**

You should be aware that all staff who have responsibility for a student or group of students are authorised to employ physical intervention strategies in the event they are necessary and that the law allows you to intervene in this manner.

You should however be aware that you have a choice whether or not to intervene physically in any given situation and that you should not do so if you are uncomfortable with the situation or not confident to deal with it effectively.

You should be aware that in the event that you employ a physical intervention strategy, the parents of the child will be informed of your actions, the record of the intervention will be kept on the student's file and where necessary relevant authorities will be notified of the incident for your own future protection.

### **Appendix 3, In what way can you Physically Intervene?**

Any application of physical intervention must only use the minimum force for the minimum time.

There are a number of ways in which you can physically intervene and you must choose the strategy appropriate to the situation and presenting least risk to yourself, the student and other persons.

#### **Appropriate actions include;**

**Shepherding or Guiding;** using body positioning and positive gestures to move a student away from harm. This may include the placing of a hand on the back (between the shoulder blades) and using reasonable force to actively move them from one place to another.

**Blocking or Interposing;** placing yourself between the student and their objective (e.g exit, another student) thereby preventing the potential injury damage or prejudice to good order.

**Holding and Leading;** gripping the student appropriately (e.g by the upper arm) to prevent them from injury, damage, etc. In cases of resistance from a student, it may be necessary to employ holding to effectively achieve shepherding and, hence you are actively leading them away.

**Restraining;** used only in the most extreme cases, restraining may require a significant amount of force in order to prevent significant injury (as described in the policy). Essentially, restraining is a more extreme version of holding, may require more than one adult and may last significantly longer than other strategies. However, the same care must be taken to restrain a student appropriately.

## Appendix 4, In what ways must you NOT Physically Intervene?

The purpose of physical intervention is essentially to maintain good order and ensure the safety of all individuals, therefore it is never appropriate to employ a physical intervention strategy if you are not in control of your own emotions. Physical interventions must never be employed in anger or frustration. If you find yourself angry or frustrated by the situation at hand you must step back and allow someone else to manage the issue.

It is never appropriate to use physical intervention strategies as a punishment.

Just as there are a number of acceptable intervention strategies, there are also a number of actions it is completely inappropriate to take.

### **Inappropriate actions include;**

**Hitting or Striking;** while it is entirely possible that in the course of an intervention (eg. breaking up a fight) you may be hit yourself, you must not strike a student.

**Deliberately inflicting pain;** it is not okay to twist limbs or put pressure on joints (eg. arm up a student's back), pull or hold hair, pinch or hold a student in a pain inducing way (eg. by the ear).

**Making contact with sexually sensitive areas of the body;** where at all possible contact should be restricted to arms, shoulders and the back as previously described.

**Restricting breathing;** by holding round the throat or for a prolonged period around the chest. It is also never appropriate to sit on/straddle a student or hold them face down to the floor

## Appendix 5, Guidance for managing your intervention

- a) Always give a student an opportunity to resolve the situation without use of physical intervention first.
- b) Always send for assistance from colleagues or another authorised adult; other students should never be involved in physical intervention. You may have to intervene before help arrives, but not managing this entirely on your own is safer for all concerned.
- c) Be aware of your emotions. Are you comfortable and confident to deal with this scenario without anger? If not – don't intervene.
- d) Continue to communicate with the student (and witnesses) throughout the incident even if the student doesn't respond. Be clear about what you are doing and inform the student that the intervention will cease when it is no longer necessary.
- e) Apply only appropriate strategies and the minimum required force to achieve the required outcome (prevention of injury/harm, student/staff safety, restoration of good order). Release the student once this has been achieved.
- f) Manage the situation calmly – even if the student responds negatively.
- g) Complete a 'Physical Intervention Record on Safeguard My School' as soon as possible after the event.

## Appendix 6, Minimising the need for Physical Intervention

In most circumstances Physical Intervention really should be a last resort or an emergency action. Therefore, all staff should:

- endeavour to create a calm environment which will minimise the risk of incidents where the use of physical intervention may be required;
- endeavour to teach pupils how to manage strong emotions and conflict through opportunities for SMSC and wider aspects of the school curriculum;
- quickly seek to de-escalate incidents if they do arise;

- only use reasonable force when the risks involved in doing so are outweighed by the risks involved in not using force;