Our **Vision** is to be a...

Caring Community, Courageously Learning, Inspired to Live Life to the Full.

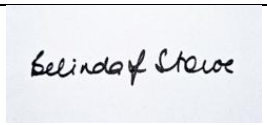
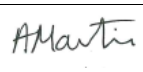
Jesus said, ***"I have come that you may have life and have it to the full."***

(John 10:10)

Use of Restrictive Interventions Policy

CCI is a vibrant, inclusive and aspirational school that strives to keep the wellbeing, education and safeguarding of children at the centre of all we do. Our staff, families, Church and Governors harmoniously work together to encourage children to flourish as people as well as learners in a setting where every child is empowered, their background celebrated and their mental health protected. Our Church school vision is seen through our values-led curriculum, holistic approach to each individual and community focussed experiences. This approach then enables every child in our care to learn to live life in all its fullness, during their educational journey with us.

The value we place on every individual extends to our staff team too, who are our greatest resource within school. We aim to uphold high levels of wellbeing through continued professional development, high aspirations and an ongoing collaborative approach. In all we do at Christ Church Infant school, we keep children at the heart of our work. The following policy sits within this school vision and ethos so should be read with this context in mind.

Signed CoG: 	Name: Belinda Stowe	Ratified Date: T1 2026-27
Signed Head: 	Name: Anna Martin	Review: T3 2029-30

*Early review due to change in terminology in Safeguarding Policy from 'Positive Handling' to 'Use of Restrictive Interventions'

Values and Vision
Christ Church CofE VC Infant School is a community that is focused on the wellbeing and care of our pupils and staff through the living of our school values and vision and our Christian foundations. At Christ Church CofE VC Infant School staff, parents and children work together to create a happy, caring, learning environment and we want the application of this policy to be one that is respectful and thoughtful to all involved.

This policy is split into two sections. Section 1 covers the use of restrictive interventions while section 2 outlines the need for and guidelines to physical contact outside of restrictive interventions.

At CCI, we know that physical contact, either for restrictive intervention or for positive reasons, can be vital to our pupil's development, safety and comfort. All of the decisions made within these remits should always fall within the limits of our Code of Conduct and Ethos and Vision Statements.

Introduction
Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the headteacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

- causing injury to themself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline'

This document has been produced in line with the DfE publication Use of Reasonable Force (2013) and should be read alongside our policies for Safeguarding, Behaviour and Allegations of Abuse Against Staff.

These guidelines also support the United Nations Declaration on the Rights of the Child and the relevant provisions of the Children's Act 1989. The most important principle is that children must be accorded respect for their rights as an individual. Any response to their behaviour should be based upon consideration both of what is in their best interests and what they would recognise themselves as in their own interests were they of the age and capacity to make such decisions themselves.

Section 1

Use of restrictive intervention

Our policy for the use of restrictive intervention is based upon the following principles:

- The use of restrictive intervention should be used only as a last resort when other appropriate strategies have failed
- Any physical contact should be only the minimum required
- Restrictive intervention must be used in ways that maintain the safety and dignity of all concerned
- Incidents must be recorded and reported to the headteacher as soon as possible
- Parents will be informed of each incident

At CCI, we aim to avoid the need for the use of restrictive intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour Policy. It is not possible to define every circumstance in which the use of restrictive intervention would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the school's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Our staff are aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and wellbeing. We do not expect our staff to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Under each category of physical contact specific advice is offered on its use. However, the following table contains essential questions which adults engaging in any physical contact with children must be able to answer in the affirmative.

The Child – **Knowledge of background and needs**	**The Adult –** **Self knowledge**
Is the action appropriate considering: The child's age? The child's gender? The child's cultural background? The child's developmental level? Any previous background of abuse? The child's need for dignity and respect?	Is **the action appropriate in light of:** Your feelings – are they under control? Is there a desire to punish the child? Any possible insecurity on your part and your need to feel immediate control? Have other strategies been overlooked? Your own needs – e.g. your own need to have an outlet for your anger or to have an outlet for expressing or receiving physical affection? Your awareness of the messages the child is giving about physical contact – both verbal and non-verbal?

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This applies to any member of staff at the school.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils if they are being unsafe or to restrain them if they are being unsafe. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

• 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 hurting a member of staff or another pupil, or to stop an incident such as a fight in the between pupils; and
• restrictive intervention of a pupil at risk of harming themselves through physical outbursts.

Schools cannot:
• use force as a punishment – it is always unlawful to use force as a punishment.

Pupils with additional needs
At CCI, we acknowledge that we have a legal duty to make reasonable adjustments for children with a disability and children with special educational needs (SEND). Staff should use their professional judgment in all cases, but seek guidance if there are children who may need different measures to manage behaviour in school. Where a pupil does need alternative provision for additional needs, the SENDCO will outline appropriate use of restrictive intervention in an individual behaviour plan.

If use of restrictive intervention has to be logged more than once in a year for a particular child, then an individual behaviour plan detailing acceptable forms of restrictive intervention for that child should be drawn up and discussed and agreed with the child's parents/carers. The ABC chart and analysis grid (Appendix 1) can be used to examine the patterns of behaviour so that the individual behaviour plan can be drawn up to meet the child's needs. Strategies can be agreed with the parents/carers. The individual behaviour plan will be created in consultation with parents and signed by parent and teacher once completed.

Recording and reporting when restraint has been necessary
Whenever use of restrictive intervention has been required, it will be recorded by the member(s) of staff who supported the pupil on CPOMS and discussed in SLT to ensure that the correct procedures are followed throughout the school. Parents will be contacted to discuss why the restrictive intervention was necessary, what led to the situation arising and how the child can be supported further if appropriate. Staff will always be 'checked in on' after an incident as part of their supervision and wellbeing support.

Staff training
Many members of staff at CCI have been trained by Team Teach in the use of restrictive intervention techniques and de-escalation strategies. There will always be a member of staff on site who has received this training and can support whenever restrictive intervention is required. SLT should always be called when the use of restrictive intervention is required.

Use of restrictive intervention
Purpose
Use of restrictive intervention is an act of care and control and not a punishment or sanction. No more than the minimum force necessary should be used, taking into account all the circumstances. If there has been a "reckless" use of physical force, then the staff member is open to charges of assault. It is the protection of safety rather than the restraint of aggression that justifies restrictive intervention. The intervention must be aimed at the protection of the likely victim.

E.g.
1. A child is attacking another child; the adult intervenes to protect the other child and to restrain the aggressor.
2. A child is in danger of injuring themself by running into a road, ignoring adult instruction.

Guidance

The use of restrictive intervention is a difficult area but should be viewed as a positive form of caring when used appropriately. A verbal warning should always precede the intervention. Throughout the process, staff should use a calm reassuring manner in both verbal and non-verbal communications, emphasising the caring nature of the intervention. A staff member must always have his or her own feelings under control. Without this, there is a danger of an inappropriate application of force for the circumstances. Restricting a child by armlocks, headlocks, etc. are inappropriate, demeaning and could potentially cause a serious injury. Best practice gives a clear message to the child that the use of restrictive intervention is not arising from anger, frustration, insecurity or a desire to punish. Complaints may arise if the child perceives the act as vindictive rather than part of the caring process.

Staff engaged in the use of restrictive intervention need to ask themselves the following questions in addition to previous questions:

- Were there grounds for believing that immediate action was necessary to prevent a child from significantly injuring themself or others or damaging property?
- Did you consider alternative strategies, which could have resulted in the de-escalation of the situation?
- Are you confident that you only used the minimum necessary force?
- Was the form of intervention used appropriate to the child's age and circumstance?
- Did you relax the intervention as the child regained self-control?
- Are you sure that what started as the use of restrictive intervention did not eventually become physical punishment?
- Would the child have perceived the use of restrictive intervention as a caring act as opposed to an act of punishment?

Even when answers to the above indicate that the use of restrictive intervention was entirely appropriate, it will still have been a situation potentially stressful for both staff and the child.

Prohibited sanctions

Some forms of physical contact are, without question, illegal. These include:

- Any form of corporal punishment or assault. This included actions such as smacking, hitting, pinching, poking or striking a child.
- Assault and battery.
- Any form of contact of a sexual nature.

Other prohibited sanctions include:

- Restriction of liberty
- Deprivation of food

Responding to a complaint of a pupil where force has been used

- All complaints about the use of force should 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.
- The school will follow procedures outlined in our Complaints Policy

Section 2

Other physical contact with pupils
Physical contact has always been an essential component in caring for children. The challenge of the professional is to ensure that when physical contact is used it is appropriate for that child's individual needs and is in the child's best interests. As such, physical contact can be viewed as a positive action to promote the welfare of the child. These guidelines are intended to promote confidence in the appropriate use of physical contact so that staff can continue to use it as part of a care plan for a child to safeguard and promote their welfare.

Consoling Touch/Contact
Purpose
This form of touch is used to comfort a child in a distressed state. Either from previous knowledge of the child, or the child's own actions, it is clear that the child is in need of direct physical contact. To fail to respond to a child in this situation could be seen to constitute emotional neglect.

E.g.
1. Teacher/teaching assistant on duty puts their arms around a young child who has fallen in the playground is crying and in need of comfort.
2. A member of staff comforts a child after bereavement.

Guidance
A child should not be denied positive touch for comfort, reassurance or approval, whatever their age, gender or developmental stage.

Younger children or those with more specific special needs, (emotional, physical or learning) may well require a higher degree of positive physical touch.

Knowledge of the child and self-knowledge as outlined in the table above should be followed. It is important for children to be offered positive role models by both genders in the use of positive touching. It is the nature of the relationships and the needs and wishes of the child that should determine the use of touch – not gender. Some adults will naturally feel more comfortable in their use of touch when working with children than others will but children will also recognise this and respond accordingly.

Physical comfort and reassurance should normally take place openly except in exceptional circumstances where privacy is required to meet the needs of the children. Even then a door to the room must always be open.

Care should always be taken to monitor that the use of touch is appropriate to the needs and circumstances of that individual child.

Approval/reassurance contact

Purpose
A non-verbal form of communication which immediately signifies reassurance, approval or encouragement. The teacher/carer shares in a child's success.

E.g.
1. A teacher puts an arm around a child when listening to the child read.
2. A teacher pats the shoulder of a child who had managed to do a forward roll.

Guidance
As guidance for consoling touch.

Holding or leading

Purpose
The adult helps the child bring itself back into control. It does not include the use of force to overpower the child. The child responds without resistance and regains control of the situation.

E.g.
1. When the bell goes, a child is asked to line up - they refuse. The teacher gently, but firmly, places their hands on the child's shoulders and guides them in. The child does not resist.

2. The child is very distressed. The adult holds the child to help them feel safe and prevent them from hitting out. The child does not resist.

Guidance
Holding and leading are useful techniques to adopt in the management of children's behaviour, particularly when a child is unresponsive to verbal intervention. A child may be successfully diverted from destructive or disruptive behaviour by being led away by the hand, arm or by means of an arm around the shoulder or under the armpit in a Team Teach approach.

The use of holding or leading is often an essential component in providing a safe, caring environment for the child. This may particularly be the case when staff working children with special educational needs find themselves in a situation where physical contact is an essential part of everyday management and teaching. No difficulties should arise provided that the general guidance is adhered to.

If a child who is being held or led resists forcefully so that as a consequence in order to "control" the child the application of force is necessary, so that the holding has in fact become the use of restrictive intervention, the following questions would need to be asked:

- Can the action be justified in moving from the use of holding to the use of restrictive intervention?
- Was the child in danger of inflicting injury upon themself?
- Was the child in danger of injuring others?
- Was the child in danger of causing serious damage to property?
- What are the likely effects on the child in the use of restrictive intervention?
- Would an alternative strategy achieve improved outcomes?

Safeguarding
An open, observant climate amongst staff should allow reservations to be voiced if they feel uncomfortable about observed interactions involving physical contact. If any member of staff needs to report concerns, they should be directed towards the headteacher (Designated Safeguarding Lead) or to the LADO (01454 868508).

Appendix 1

Antecedent-Behaviour-Consequence (ABC) Chart

Focus upon specific behaviour that is causing concern.

SCHOOL: ..... **OBSERVED BY:** .....

DATE: ..... **TIME: Start:** ..... **Finish:** ..... **TEACHER:** .....

Lesson/Activity: ..... **PUPIL** (leave blank until after obs.) .....**Yr:** .....

ANTECEDENT	BEHAVIOUR	CONSEQUENCE
What was happening prior to the observed behaviour? *(possible triggers to behaviour?)*	**BEHAVIOUR FOCUS:** **What specifically did the pupil do?**	**What was the result of the behaviour?** Eg. teacher's response, consequence for child, consequence for other pupils, impact on lesson