



Westacre Infant School

Physical Restraint and Reasonable Force Policy

Local Conditions of Service for School Based Employees

ConnectEd Partnership highly recommend the use of this policy. The policy is considered best HR practice, it has been developed in accordance with current employment law and has been negotiated with all recognised professional associations and HR providers across the City of Wolverhampton

Date Approved:

Review Date:

Governor:

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1. Statement of Intent

This school understands that at some time throughout their education learners may demonstrate unacceptable behaviour and severe challenging behaviour. The learner's behaviour may be a presenting feature of their identified need or difficulties.

Our approach to behaviour management is one of positive behaviour support, rather than confrontation. Learners are helped to overcome behavioural difficulties, while the safety and wellbeing of them and other learners, staff and visitors are protected.

The purpose of this policy is to detail the school's strategy in the use of reasonable force and physical intervention and sets out our procedures for recognising, dealing with, and preventing instances of severe behaviour. It works in conjunction with:

- 1996 Education Act amended through the inclusion of Section 550A on 1st September 1998 – <https://www.legislation.gov.uk/ukpga/1996/56/contents>;
- 2022 Behaviour in schools: advice for headteachers and school staff <https://www.gov.uk/government/publications/behaviour-in-schools-2>
- DfE; Use of Reasonable Force July 2013 <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>;
- DfE: Keeping Children Safe in Education September 2022 [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)
- Positive Environments where Children Can Flourish – Ofsted, 2021 <https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish>
- Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings [February 2022](https://www.connectedpartnership.com/wp-content/uploads/2022/11/GSWP-Feb-2022.pdf) <https://www.connectedpartnership.com/wp-content/uploads/2022/11/GSWP-Feb-2022.pdf>
- Searching, screening and confiscation: advice for schools 2022 (use from 1 September 2022) [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching Screening and Confiscation guidance July 2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)
- A Protocol For Local Children's Services Authorities On Restrictive Physical Interventions In Schools, Residential And Other Care Settings For Children And Young People -

Association of Directors of Children's Services Health, Care and Additional Needs Policy Committee Task Group7

- The Mental Capacity Act (2005) - <https://www.legislation.gov.uk/ukpga/2005/9/contents>
<https://adcs.org.uk/assets/documentation/ADCS-Restraint-Protocolrecording-form-Feb09.pdf>
- Reducing the need for restraint and restrictive intervention -How to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention.
<https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>

2. Definitions

For the purpose of this policy to be successfully met it is important to define key terms. The distinction, for instance, between restraint and intervention often causes confusion and from the outset physical intervention should be thought as the “umbrella” term under which physical restraint sits.

Physical Intervention is used to cover the use of direct or indirect force, through bodily, physical or mechanical means, to limit another person's movement. Physical intervention is a term which covers the use of physical force but which also includes other actions, such as locking doors or standing, removing the power source on an electric wheelchair without consent or standing in the way of another person.

Mechanical Restraint is a “use of force” it involves use of a device to prevent, restrict or subdue movement of a person's body with the aim of controlling their behaviour.

Chemical restraint refers to the use of medication prescribed and administered by health professionals for the purpose of quickly controlling or subduing disturbed/aggressive behaviour.

Physical restraint refers to the use of physical force by one, or more, person(s) to restrict the actions of another.

Duty of care exists whenever professionals, paid carers and volunteers are given charge of any student in a school and extended school environment such as educational visits and work experience.

Necessary in the case of application of force means “essential” or “needed to be done”.

Reasonable in the case of application of force means “as much as is appropriate” coupled with having “sound judgement”.

Proportionate in the case of application of force means “the correct amount or “degree” in relation to the unwanted behaviour.

3. Introduction

This policy presents guidelines for staff with regard to use of force to control or restrain all or any students, and also identifies the school’s response in situations where staff have used force.

This policy is written to acknowledge that as a school we may have children that pose challenging behaviours at times or more frequently. Therefore we are committed to continual staff development and work towards addressing these unwanted behaviours on a frequent basis, and whilst considered always as a last resort the use of physical intervention is utilised where circumstances dictate them to be necessary.

This policy is written with the understanding that staff have always been able to use reasonable force when they defend themselves against an attack or when intervening in any emergency. DfE; Use of Reasonable Force July 2013, attempts to clarify when a member of staff may use force in order to restrain or control students.

The Local Authority and the employer accept that in certain situations physical intervention or physical restraint may be necessary. At a local level, all schools should have clear pastoral care policies. These policies should emphasise the use of positive reinforcement of good behaviour and include a section on the use of physical intervention

and a programme of regular and routine training, including induction and refresher updates.

It is a requirement that schools publish information on their policy for the use of restraint as part of information that they give to parents.

It is a requirement that this policy is reviewed on an annual basis.

4. Avoiding the Use of Force

Physical intervention should never be used as a substitute for good behavioural management in accordance with the school's Behaviour Policy. All teachers need to develop strategies and techniques for dealing with difficult students and situations which they should use to diffuse and calm a situation.

In non-urgent situations, staff should always try and deal with a situation through other strategies before using force. Their actions should be aimed at reducing the likelihood of situations arising where force might be needed.

As the key issue is establishing good order, any action which could exacerbate the situation needs to be avoided. The possible consequences of intervening physically, including the risk of increasing the disruption or actually provoking an attack, therefore this needs to be carefully evaluated.

Staff should always communicate with the student calmly, and in a non-threatening manner. Staff should never give the impression that they have lost their temper, or are acting out of anger and frustration, or to punish the student.

5. The Legal Framework for Situations in which Staff may use Physical Intervention to Control and Restrain Students

In all circumstances involving the use of force it is only appropriate "for reasonable force" to be used. There exists no legal definition of "reasonable force". However, all staff should be aware that force should only be used in specific circumstances and that the degree to which force is used will always depend on the following factors:

- The age of the students,
- The understanding of students,

- The health needs of the students,
- The sex of students, and
- That the degree of force used is proportionate to the circumstances of the incidents.

In summary, force may be used ONLY where:

- There is a certain type of incident as defined in the next section,
- The use of force is reasonable in the circumstances,
- The degree of force is reasonable; that is, the force is proportionate.

In the following situations it may be appropriate for a member of staff to use reasonable force when, but not limited to:

- A student attacks a member of staff, visitor or another student (self-defence),
- A student's dignity is compromised (e.g., public nudity)
- A student has soiled clothing and refusing to move

- A student attacks a fellow student / students are fighting,
- A student is engaged in or about to commit deliberate damage or vandalism to property,
- A student is causing or is at risk of causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects,
- A student behaving in a way that might cause an accident or injury to themselves or to others, e.g. running in a corridor or on a stairway – particularly likely to be the case in crowded areas with smaller children,
- A student absconds from a class or tries to leave the school at an unauthorised time (NB. This will only apply if the student's leaving might itself lead to a risk of injury, property damage or serious disruption), the student should not be prevented from leaving the class if there is no risk of injury but should be supported appropriately
- A student is behaving in a way that is seriously disrupting a lesson, school event or educational visit,

- ❑ A student is behaving in a way that is seriously compromising good order and discipline,
- ❑ A student persistently refuses to obey an instruction to leave the classroom,
- ❑ A student is causing emotional distress to others via verbal abuse and/or verbal bullying.
- ❑ A student is behaving in a way that is seriously disrupting the lesson, if they are kept there. Assistance should be sought in such circumstances.

In all situations staff should take a calm and measured approach. Initial intervention should always be without force. Any physical intervention must follow other appropriate actions wherever possible.

There is no legal definition of when it is acceptable to use reasonable force. It will always depend on all the circumstances of the case.

The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. If the particular circumstances do not warrant the use of physical force, any use of force will be unlawful. Where a situation can be resolved without force, force should not be used. The use of force must normally be a last resort. Though decisions will often need to be made quickly, a number of considerations should be borne in mind when deciding whether the use of force is reasonable in a particular situation.

- ❑ The greater the potential for harm (ie. injury, property damage or disruption) without physical intervention, the more likely that force is justified
- ❑ The less likely that the situation can be resolved by means other than the use of force, the more likely that force is justified.
- ❑ The more risky the resolution of the situation by means other than physical intervention, the more likely that force is justified.

It follows that physical force could not be justified to prevent a student from committing a trivial misdemeanour (since the potential for harm is low). Where the aim is to maintain good order and discipline, and there is no direct risk to people or property, force will be necessary only very rarely.

However, it also follows from the above that, where there is an immediate risk of serious injury – for example a student is out of control and about to run onto a busy road, hit someone, or throw a heavy object in a crowded classroom – trying first to resolve the situation by non-physical intervention would clearly be inappropriate. In urgent situations, force may need to be used immediately.

In the most extreme circumstances, there may be no choice but to risk some injury to a student in order to avoid a greater harm.

In practice this means:

- **The Force used is Proportionate**
- This is closely related to the considerations relating to whether the use of force is reasonable. If a member of staff decides that force is necessary, he or she must then ensure that, in all the circumstances of the case, the degree of force used is also reasonable.
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should be the minimum needed to achieve the desired result.
- The member of staff must bear in mind the purpose of the force and what it is trying to prevent, and use no more force than is necessary to ensure that result.
- If, for example, two students are fighting (and some physical intervention is deemed to be necessary) it may be sufficient to physically interpose between them. It would have to be a serious situation to require the pushing of one student away from another, and only in the most serious cases, where a student is out of control, might the use of a restrictive hold be necessary. Likewise, the degree of force needed to be effective will depend upon the age and other physical characteristics of the student (see the section below, “Considering the Individual Involved”).

6. Dynamic Risk Assessment – Unplanned Restrictive Physical Intervention

Unplanned Restrictive Physical Intervention may become necessary when a child or young person behaves in an unexpected way. The child or young person may not have a behaviour

plan and trained staff may not be on hand. Unless the situation is urgent, staff should seek assistance from appropriately trained staff. Even if such assistance is not available the duty of care still remains and any response must be reasonable, proportionate and use the minimum force necessary to prevent injury and maintain safety, consistent with the circumstances and with any training the staff may have received. Restrictive Physical Interventions should only be carried out by identified members of staff who have been appropriately trained (refer to section 9 Application of Force). However, it is recognised that in schools, members of staff have a statutory power to use reasonable force by virtue of their job (section 93 of the Education and Inspections act 2006). Use of reasonable force advice for headteachers, staff and governing bodies DFE July 2013.

7. Risk Assessment and Planning For Use of Restrictive Physical Interventions, mechanical restraints and chemical restraints.

As soon as a student is known to have a history of acts of violence and/or serious disrupting behaviour, the school will carry out a thorough risk assessment of the student's behavioural needs, including environmental, medical, curriculum, personal and personnel issues which might trigger episodes of challenging behaviour. Where possible all agencies involved with the student and his or her parents/guardians should be involved in the assessment in the student's behaviour. Health professionals are required to be involved in the planning of mechanical or chemical restraint as both a proactive and reactive strategy to manage challenging behaviour.

For children under the age of 16, all efforts should be made to include them in decision making about the positive behaviour support plan/risk assessment planning.

The Mental Capacity Act (2005) gives young people (from the age of 16 onwards) the right to be involved in decision making, including risk assessment and planning for managing challenging behaviour. A mental capacity assessment needs to be completed. The assessment must use language that can be understood in the preferred means of communication, present information in the preferred format and give the young person time to absorb the information. If the young person is deemed to lack capacity to make decisions in regards to planning risk assessments around challenging behaviour, then a

best interest meeting with relevant professionals is required. This must be reviewed every 6 months.

In the event of disputes over, or concerns about, techniques and methods being considered, an interim school strategy should be agreed and advice and guidance be sourced from the Local Authority Designated Officer (LADO) and HR advisor.

Mechanical Restraint is a 'use of force'. It involves use of a device to prevent, restrict, or subdue movement of a person's body with the aim of controlling their behaviour. Any such devices should only be put in place by people with relevant training, qualifications, skill and experience. Wherever mechanical restraint is used as a planned contingency, it should be identified within a support plan which aims to obviate the need for its continued use. An example of mechanical restraint are cushioned helmets or arm splints. These are typically prescribed by medical personnel/professionals to safeguard students from the consequences of behaviour that may cause harm to themselves.

Chemical restraint refers to the use of medication prescribed and administered by health professionals for the purpose of quickly controlling or subduing disturbed/aggressive behaviour. Inappropriate administration of substances for non-medical reasons, where it is not prescribed for the treatment of a formally identified physical or mental illness, will not be allowed. Prescribed medication should be used only for a child or young person who is both (a) highly aroused, agitated, overactive, aggressive, is making serious threats towards others or themselves, or is being destructive to their surroundings, and (b) when other therapeutic or restrictive interventions have failed to contain the behaviour. An antipsychotic, an antidepressant, or both should not be prescribed in response to behaviour that challenges without an appropriate clinical reason. Learners who have medication as a reactive strategy to manage challenging behaviour have a detailed PRN (Pro Re Nata) implementation plan within their behaviour support plans. This is agreed by medical professionals and parents. During incidents of challenging behaviour, the behaviour is closely monitored, and PRN medication is given as a last resort as per agreed protocols.

8. Managing the Use of Force

The member of staff should consider carefully whether, when, and in what form, physical intervention should be used. Before intervening physically, a member of staff should, wherever practicable, tell the student who is challenging to stop, and what will happen if he or she does not. There should be a clear oral warning to the student that force may have to be used.

Once force is employed, the member of staff should continue attempting to communicate with the student throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

9. Application of force

Physical intervention should only be used according to the above considerations. The intervention can take several forms. It might involve:

- ❑ Physically interposing between students
- ❑ Blocking a student's path
- ❑ Holding
- ❑ Guiding
- ❑ Leading a student by the hand or arm
- ❑ (In extreme circumstances only) using more restrictive holds – specific expertise and recognised accredited training with regular refreshers is necessary.

Staff should always avoid touching or holding a student in a way that might be considered sexually inappropriate.

Schools are strongly advised to provide high quality training opportunities in physical restraint for staff on a regular basis as this is in the interests of both staff and students.

A setting may have, in exceptional circumstances, learners that may require advanced physical intervention manoeuvres including ground holds and weapon's defence. In this case, it is required that the school has a team of qualified staff with accredited training and regular refreshers in advanced techniques.

It is important to recognise that staff are trained via an accredited framework, e.g Team Teach, to use techniques of controls, guides and restraints that avoid injury to the restrained party. However, 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 restrainee remains safe (George Matthews – Team Teach Founder).

10. Seeking Assistance

In certain situations, a member of staff should not intervene in an incident without help. Schools must make staff aware of their protocols for summoning help. For example, when dealing with an older or physically large student, or more than one student, or if the member of staff believes he or she may be at risk of injury if he or she intervenes, the member of staff should – unless it is an emergency – avoid physical intervention without assistance. In such circumstances the member of staff should remove other students who may be at risk and summon assistance from a colleague or colleagues. The member of staff should inform the offending student(s) that help has been sent for. Until assistance arrives the member of staff should continue to attempt to defuse the situation orally whilst keeping themselves safe and try to prevent the incident from escalating. In the event that police involvement is deemed necessary it must be a member of the senior leadership team who takes such responsibility. Where illegal weapons may be an issue, police should always be called to support staff.

11. Considering the Individual Involved

The "circumstances" to be considered in deciding whether the use of force is reasonable and what degree of force is reasonable will depend upon the individual student involved. Considerations will include the age, sex, level of understanding and character of the student.

It is also particularly important for staff to be mindful of the needs of students with Special Educational Needs and Disabilities (SEND), behavioural conditions, medical conditions, disabilities, and other vulnerabilities.

Risk assessments are essential for individuals who are likely to display violent or challenging behaviour and whose special needs are associated with:

- ❑ Being less responsive to verbal communication
- ❑ Physical disability
- ❑ Physical fragility caused by, for example, haemophilia, brittle bone syndrome or epilepsy
- ❑ Dependence on equipment, such as wheelchairs, breathing tubes or feeding tubes. These should be carried out by the Safeguarding Officer or Special Needs teams and communicated to staff.

The nature of the individual(s) involved will also be highly relevant in the context of physical contact in other situations (see section “Physical Contact with Students in Other Circumstances” below).

12. After the Event - Post-incident support

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and may result in injuries to the child or staff. After incidents have subsided, it is important to ensure that staff, students and parents and carers are given emotional support and basic first aid treatment for any injuries. Restorative actions and Post Incident Listening may also need to take place to ensure the staff-student relationship is supported and strategies are developed to help avoid such incidents in the future.

A list of First Aiders is displayed in school. In the event of any other medical concerns, the school nurses should be contacted where relevant.

Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require anything other than basic first aid. This should be done via the ‘First Aid at Work’ certificate holders or by ringing for an ambulance in an extreme situation. The school should take action to report any injuries to staff or students in

accordance with RIDDOR – this is done via the ACCIDENT /VIOLENT INCIDENT FORMS (IR1s).

13. Reporting and Recording Incidents

It is important that there is a detailed, contemporaneous, written report made of any occasion (except minor or trivial incidents) where force is used. This is GDPR compliant. The report should be completed using the school's Incident Report Forms and an entry made in a **Bound and Numbered Book**.

Recording and reporting may also help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint.

Immediately following any such incident, the member of staff concerned should report to the designated leader or team for behaviour and provide a written report as soon as possible afterwards. That report should include:

- ❑ The name(s) of the student(s) involved, and when and where the incident took place
- ❑ Details of whether any of the students involved were vulnerable for SEN, medical or social reasons
- ❑ The name(s) of the member of staff (s) directly involved
- ❑ The name of any other staff or students who witnessed the incident
- ❑ The reason that force was necessary (e.g. to prevent injury to a student or member of staff)
- ❑ How the incident began and progressed, including details of the student's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation (including warnings that force might be used), the type of force used, the degree of force used, and for how long
- ❑ The student's response and the outcome of the incident
- ❑ Details of any injuries suffered and any medical attention sought
- ❑ Details of any distress suffered by any party, and whether any post-incident support was provided
- ❑ Details of further disciplinary action against students involved

- ❑ Details of any damage to property
- ❑ When parents were informed, and what views they expressed (see below)
- ❑ Whether information about the incident has been shared with staff or external agencies (eg. the police)
- ❑ Adding any complaints that have been lodged

Staff should seek advice from a senior colleague or a representative of their professional association when compiling a report. Schools should seek training for their staff in recording and reporting of incidents. They should also keep a copy of the report. Incidents involving the use of force can cause the parents of the student involved great concern. It is the school's policy to inform parents of an incident involving their child, and give them the opportunity to discuss it. The Headteacher/Principal or a member of the senior leadership team will need to consider whether that should be done straight away or at the end of the school day and whether parents should be told orally or in writing. A record of the communication should be documented.

Staff must not sign an incident report if they believe it gives an inaccurate or false account of what happened during a serious incident. Staff need to have a professional conversation about the incident and amend inaccurate details accordingly. If an agreement cannot be made about the details of an incident, staff must then inform a member of SLT and write an account of what happened from their perspective.

14. Power to search students without consent

In addition to the general power to use reasonable force described in this policy, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items” under Section 45 of the Violent Crime Reduction Act 2016.

- ❑ Knives and weapons
- ❑ Alcohol
- ❑ Illegal drugs

- ❑ stolen items
- ❑ Tobacco and cigarette papers
- ❑ Fireworks
- ❑ Pornographic images
- ❑ Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

This search power may be exercised by the Headteacher/Principal and authorised staff where they have reasonable grounds for suspecting that a student has prohibited items. Where resistance is expected staff may judge it more appropriate to call the police.

Force **cannot** be used to search for items banned under the school rules. Searching Screening and Confiscation; Advice for Schools DFE Feb 2014, Updated July 2022.

15. Complaints and Whistleblowing

Involving parents when an incident occurs with their child should help to avoid complaints. It may not prevent all complaints, however, and a dispute about the use of force by a member of staff could lead to an investigation, either under disciplinary procedures or by the Police and Social Services Department under Child Protection procedures.

The possibility that a complaint might result in a disciplinary hearing or criminal prosecution, or in a civil action brought by a student or parent, cannot be ruled out. In such circumstances, members of staff can expect appropriate support from the school's Governing Board/Trust and Senior Management but should contact their professional association.

In those circumstances it would be for the disciplinary panel or the court to decide whether the use and degree of force was reasonable in all the circumstances. The panel or court would have regard to the provisions of section 93 of the Education and Inspections Act 2006 (the 2006 Act), as detailed above. It would also be likely to take account of the school's Physical Restraint and Reasonable Force Policy, and whether the policy had been followed.

16. Training

Staff need to be provided with accredited training in the most effective use of force and restraint techniques. Normally, only those techniques in which staff have been trained should be used. Training will be supplemented by other ongoing training on behaviour management and related issues, for example, restorative practice, functional assessment of behaviour and communication strategies. Staff also need full training for recording and reporting of behaviours. All trained staff should have refresher training in line with accredited provider.

17. Staff Counselling

All staff involved in incidents requiring physical intervention should be offered the opportunity for counselling, which can usually be provided by a senior member of staff; on rare occasions it may be appropriate for staff to request external support from a counsellor.

18. Physical Contact with Students in Other Circumstances

There are occasions other than those covered by section 93 or the 2006 Act when physical contact with a student may be proper or necessary. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching or Technology lessons, or if a member of staff has to administer first aid. Young children and children with special educational needs may need staff to provide physical prompts or help. Touching may also be appropriate where a student, particularly a younger child, is in distress and needs comforting. Staff will use their own professional judgement when they feel a student needs this kind of support but should bear in mind the terms of this policy.

There may be some children for whom touching is particularly unwelcome. For example, some students may be particularly sensitive to physical contact because of their cultural background or because they have been abused. This will inform any behaviour management plan and risk assessment that is written. Every effort will be made to ensure that this is shared with staff on a need to know basis. Senior leaders will decide who needs to know based on individual circumstances.

Physical contact with students becomes increasingly open to question as students reach and go through adolescence, therefore staff should bear in mind that innocent and well-intentioned physical contact can sometimes be misconstrued.

19. Seclusion and Isolation

Seclusion is the act of isolating an individual from ALL other people against their will in a room or enclosed area within the school grounds, that they cannot get out of. It is a deprivation of their liberty. Seclusion may be resorted to in extreme cases, i.e. life threatening, as a one off emergency procedure because of significant risk of harm. Seclusion cannot be used when the threat is only of a destructive nature that is, directed at objects. It cannot be a strategy regularly employed for behaviour management.

Seclusion should not be confused with the use of withdrawing a student where they will work away from other students but with a member of staff present to monitor at all times.

Only in **extreme and exceptional circumstances** (life-threatening situations) can the above be breached i.e shutting/locking a child in a room unaccompanied. It must be recorded and reported. All actions must be reasonable, proportionate and absolutely necessary. If seclusion is required in an emergency situation that is extreme and isolated, it is only to be used as part of a holistic approach to the management of extreme challenging behaviour. It should only be used when:

- ❑ It is used for the time required to restore safety. The police should be called to aid restoring safety.
- ❑ Other strategies such as de-escalation or physical restraint have been used or are considered to be inappropriate in the circumstances.
- ❑ There is REAL threat to life or significant and severe harm to others

If seclusion is required, in these circumstances all reasonable attempts should be made to observe the student, by at least two members of staff at all times and a Member of SLT must be contacted.

Following the emergency use of seclusion:

- a debrief must take place for future planning.
- Recording and reporting procedures must be followed.
- Parent must be contacted.

20. Removal

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of removal should allow for continuation of the pupil's education in a supervised setting. In extreme circumstances, the use of physical force may be used for "removal" if all other behavioural strategies have been exhausted. This would be deemed reasonable, necessary and proportionate, if there was a risk of injury to self or others due or emotional distress caused to others due to high level of disruption.

21. Monitoring and Reviewing the Policy

School should carefully monitor and annually review their policy on physical intervention.