



Policy	Physical Intervention Policy			
Completion Date:	February 2022	Next review:	February 2024	
Approval Date:	February 2022			
Review Cycle:	24 months			
Scope	Whole Group	<input type="checkbox"/>	Whole School	✓
	International Primary	<input type="checkbox"/>	National Primary	<input type="checkbox"/>
	International Secondary	<input type="checkbox"/>	National Secondary	<input type="checkbox"/>
Ownership:	Campus Principal		Approved by:	SLT Members



1. Introduction

Our Vision

A United World At Peace - Through Education

Our Mission

- To enable whole community to:
 - achieve their full potential for academic excellence and achievements in sports and the arts
 - develop the values of compassion, responsibility and integrity
 - become effective communicators, creative thinkers and independent learners
- To encourage the values of cultural diversity and acceptance of others different from oneself
- To promote the values of democracy, equality before the law and respect for The Universal Declaration of Human Rights
- To promote international understanding for a peaceful world

Our Core Values

1. Education matters, it is central to all that we do
2. International mindedness
3. Lifelong learning
4. Respect
5. Sensitivity to cultural diversity
6. Effective communication

Tenby Schools Penang Definition of International Learning

At Tenby Schools Penang we provide quality education promoting an understanding, tolerance, trust and friendship among the different people and cultures across our school community. Our openness and readiness to embrace this international mindedness links to our school mission of “A United World At Peace Through Education “and helps our school to create international thinkers, effective communicators and global citizens.

2. Principles and/or Objectives

The safeguarding of all students to the school is of paramount importance. To ensure that safeguarding standards are maintained, it is the responsibility of all staff to read and familiarise themselves with the content of this policy.

Matters for clarification or areas of concern should be raised with the Campus Principal or the Designated Safeguarding Lead



Physical Intervention Policy

Principles

Physical Restraint should be limited to emergency situations and used only in the last resort.

A teacher or member of staff in the school, should only use Physical Restraint to prevent a student from harming themselves or another person. The application of Physical Restraint should not put the teacher or member of school staff at risk. Other de-escalation strategies can be applied (Examples of possible situations are given in Appendix 1)

Aims

Staff at Tenby Schools Penang recognise that the use of Physical restraint that entails reasonable force is only used as a last resort following a range of strategies available to secure student safety / well-being.

Our policy on restraint should therefore be read in conjunction with our *Climate for Learning* and *Behaviour procedures* along with our *Safeguarding policies*.

Specific aims of the restraint policy

- To protect every person in the school community from harm
- To protect all students against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful
- To provide adequate information for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations

Definition

Physical restraint is the use of force to prevent or restrict movement of a student's body or part of a student's body to prevent a student from harming themselves or another person.

Why use restraint?

Staff should always follow the *Climate for Learning procedure* or the *Behaviour Procedure* (depending on which area of the school they are in) particularly when dealing with disruptive behaviour. However, there may be times when a student's behaviour endangers themselves or others and the use of Physical restraint is the only action that will prevent harm.

Physical restraint should only be used to avoid harm to the student or another person. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour or if other de-escalation strategies have failed.



It is not possible to define every circumstance in which physical restraint would be necessary and appropriate staff have to use their own judgement and make immediate assessments of risk when faced with situations.

Staff should be 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 should, therefore, take reasonable action to ensure students' safety and well-being.

Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Alternative strategies

There are some situations in which the need for physical restraint is immediate and where there are no equally effective alternatives (e.g. the student is about to run across a road). However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

- *Repeating an instruction until the student complies*
- *use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective*
- *withdrawal of attention (audience) e.g. if an action such as damage to property is threatened*
- *other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)*
- *the employment of other sanctions consistent with the School's Climate for Learning or Behaviour procedures*

Use of physical restraint

Physical restraint should be applied as an act of care and control. It should be applied for shortest time possible with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the student to regain self-control. Physical restraint should never take a form which could be seen as a punishment or applied with the intention to hurt the child.

Staff are only authorised to use reasonable force in applying physical restraint. There is no absolute definition of this, as what constitutes reasonable force, depends upon the particular situation and the student to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent harmful behaviour should be used, in accordance with the guidelines below.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a student's path or the staff member physically interposing him or herself between the student and another student or object. However, in some circumstances, direct physical contact may be necessary. In all circumstances other methods should be used if appropriate and effective physical restraint should be a last resort.



When physical restraint becomes necessary:

DO

- *Attempt to reason with the pupil*
- *Communicate clearly and calmly*
- *Tell the student what you are doing and why*
- *Use the minimum force necessary*
- *Involve another member of staff if possible*
- *Tell the student what s/he must do for you to remove the restraint (this may need frequent repetition)*
- *Use simple and clear language*
- *Hold limbs above a major joint if possible, e.g. above the elbow*
- *Relax your restraint immediately in response to the student's compliance*

DON'T

- *Act in temper (involve another staff member if you fear loss of control)*
- *Involve yourself in a prolonged verbal exchange with the student*
- *Involve other students in the restraint*
- *Touch or hold the student in sexual areas*
- *Twist or force limbs back against a joint*
- *Bend fingers or pull hair*
- *Hold the student in a way which will restrict blood flow or breathing e.g. around the neck*
- *Slap, punch, kick or trip up the student*

Actions after an incident

After any incident that required a Physical restraint intervention there should be a debriefing meeting, both with the staff involved and the student.

The Head of School should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through Pastoral Report processes other bespoke strategies agreed by the Campus Principal, Pastoral team, pupil and their parents.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded as soon as is possible by the member/members of staff involved in the incident. All sections of this report should be completed so that, in the event of any future complaint, a full record is available. In consultation with the Campus Principal, the appropriate senior member of staff will contact parents as soon as possible after an incident, normally on the same day, to inform them of the



actions that were taken and why, and to provide them with an opportunity to discuss it.

Reports should be handed to the Head of School and will be filed in the Head of School's office. These will be reported by the Campus Principal to the ISP Regional Manager as part of the month Board Snapshot Report. Any exclusions (internal or external) should be recorded on the Engage system and the DSL will report on this as part of monthly safeguarding reporting to our Regional and London teams.

Risk Assessments

If, through the monitoring of incidents, we identify that a student is likely to behave in manner that does not correspond with the existing Behaviour policies (Climate for Learning / Behaviour procedures) and is likely to harm themselves or others, we will plan an appropriate response to deal with issues arising in future. Such planning will address:

- *Management of the student (e.g. proactive and reactive strategies to de-escalate a situation)*
- *Involvement of parents to ensure that they are clear about the specific action the school might need to take*
- *Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)*
- *Identification of additional support that can be summoned if appropriate*

Complaints

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures.

It is our intention to inform all staff, pupils, parents about these procedures and the context in which they apply.



Appendix 1

When might it be appropriate to use reasonable force?

Examples of situations that may require restraint are when:

- *a student attacks a member of staff, or another pupil*
- *students fight*
- *a student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects*
- *a student is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others*
- *a student persistently refuses to obey an order to leave an area which would cause physical danger.*



Appendix 2

Record of Physical Intervention Use

Name of Child:
Date of Incident:
Where did the incident happen?
Names of staff or students who witnessed the incident:
How did the incident begin and progress? (who said what? Who did what?)
What was done to calm things down?
Why was Physical Restraint needed?
What degree of force was used? (What kind of hold? And for how long?)
Student response:
Details of any injury or harm to students:
Signed: _____ Date: _____
Head of School/Campus Principal Actions
Who and how are the parents to be contacted?
Details of any follow up actions:
Signature: _____ Date: _____