



# HOWE GREEN HOUSE

## BISHOP'S STORTFORD

### PHYSICAL CONTACT AND RESTRAINT POLICY

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Issue Number	4
This policy is endorsed by	Governing Board and the Head
This policy is owned by	The Co-Headteachers
Review Body	Education Committee

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Last Reviewed by Governors	February 2024
Period of Review	Annual
Next Review Date	April 2026
Previous Reviews	4

To be made available	YES
To be on website	YES
Internal staff only	NO
Internal students only	NO
Internal staff and students	YES

# Physical Restraint and Contact Policy

## Howe Green House School

**This Policy also includes the Early Years Foundation Stage and Before and After School Provision**

### Objectives

At Howe Green House School, we are committed to maintaining the safety and wellbeing of students and staff. This policy is closely linked with our Building better behaviour policy and is written in accordance with:

- Section 93 of the Education and Inspection Act 2006
- British Institute of Learning Disabilities (BILD) Code of Practice
- DfE [Observing EYFS teaching: what to look for | The Key Leaders](#) Guidance: "Use of Force to Control or Restrain Pupils" (November 2007)
- Joint DfES/DH guidance (July 2002): "The Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disabilities and/or Autistic Spectrum Disorder"
- Local authority policies and behaviour support plans
- Howe Green House School Building better behaviour policy and Practice

### School Expectations

We create a calm, safe environment to minimise situations requiring physical intervention. If incidents arise, they are de-escalated wherever possible. Physical intervention is used **only when the risk of not intervening outweighs the risks of doing so**.

### Positive Behaviour Management

All staff and volunteers adopt a positive, proactive approach to behaviour, aiming to:

- Reward effort and build self-esteem
- Promote a safe environment for students and staff
- Understand the reasons behind a child's behaviour
- Recognise early warning signs of foreseeable behaviours

This proactive strategy supports early intervention and significantly reduces the likelihood of extreme behaviour and physical intervention.

### Definition: Physical Intervention ('Reasonable Force')

The use of force is **only legal when the circumstances warrant it** and must always be **reasonable, minimal, and proportionate**.

### Types of Physical Intervention:

- Bodily Contact: Interposing between pupils, guiding or holding, using agreed holds
- Environmental Adjustments: Shutting doors or using keypads to limit access

## **Permissible Circumstances for Physical Intervention**

Physical intervention may be used to:

- Prevent injury to self or others
- Prevent criminal acts
- Stop serious damage or vandalism
- Prevent attacks on others
- Maintain order and discipline

The decision to intervene considers the level of risk, severity and pupil characteristics (age, SEN, physical needs, etc.).

## **The Last Resort Principle**

Positive handling is **only ever used when there is no realistic alternative**.

Staff are expected to:

- Conduct risk assessments
- Use creative and effective alternatives (e.g. de-escalation, distraction techniques, humour, assertiveness)

Examples include:

- Distracting with a noise (e.g. whistle, bell)
- Removing attention/audience
- Using humour or non-confrontational techniques
- Applying school-approved sanctions

## **When Positive Handling Becomes Necessary**

**DO:**

- Tell the pupil what is happening and why
- Use the minimum force necessary
- Involve another staff member if possible
- Communicate clearly with the pupil
- Hold limbs above major joints
- Relax the hold as soon as safe

**DON'T:**

- Lose temper or argue
- Involve other pupils
- Use sexual areas for holds
- Apply force that restricts breathing or blood flow
- Use any form of hitting, kicking, tripping, or twisting

## **Positive Handling Plans (PHPs)**

If the school is aware that a pupil is likely to behave in a way that may require physical control or restraint, it will plan how best to respond in the situation.

The school will endeavor to:

- Manage the pupil and situation by diffusing the situation
- Involve the parents to ensure that they are clear about the specific action the school may need

to take

- Brief staff to ensure that they know exactly what action should be taken and where appropriate provide training or guidance
- Ensure that additional support can be summoned if appropriate.
- Arrange for positive handling courses to be attended by relevant staff in the case of anticipated difficulties with behavior.

Any pupil identified as high-risk should have a PHP outlining:

- Effective strategies for that individual
- Approaches to avoid
- Physical techniques if needed (named and justified)
- Multi-professional collaboration with inclusion in Pastoral or SEND support plans

### **Staff Training**

- Staff working closely with pupils receive training in positive handling strategies
- Where PHPs are in place, only trained staff use physical interventions

### **Responding to Unforeseen Emergencies**

Physical intervention should be:

- In the best interest of the child
- Reasonable and proportionate
- Aimed at reducing risk
- The least restrictive effective option

Always provide verbal warning and prioritise diffusion strategies over force.

### **Recording Incidents**

Any member of staff involved in an incident requiring physical intervention must inform the Co-Headteachers and write a detailed report of the incident to help prevent any misunderstanding or misrepresentation of the situation. This will be logged on CPOMS.

Any use of physical restraint within the school, including the EYFS, will be recorded, reported and notified to parents the same day, or as soon as reasonably practicable.

### **Post-Incident Review**

Focus on actions and outcomes:

- What happened?
- What does this tell us about the pupil?
- What can we learn to improve future practice?

### **Monitoring of Physical Interventions**

Monitoring supports:

- Reflective practice and improvement
- Identifying additional needs
- Determining placement appropriateness

All incidents are reviewed by the Leadership Team. Individual risk assessments are updated termly.

### **Responding to Complaints**

All complaints are handled in line with:

- Procedures for dealing with allegations against staff

## **Physical Contact**

Physical contact may be misconstrued by a pupil, parent or observer. Touching pupils, including well-intentioned gestures, can if repeated regularly lead to serious questions being raised.

### **Where Physical Contact may be Acceptable**

There are occasions when physical contact with a pupil may be necessary, for example to demonstrate exercises or technique during PE lessons, during sports coaching or when providing first aid. Young children and children with special educational needs may need staff to provide physical prompts to help.

There may be occasions where a distressed pupil needs comfort and reassurance, which may include physical comforting. Staff should use their discretion in such cases to ensure that what is normal and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time. Staff should use their own professional judgement when they feel a pupil needs this kind of emotional support and should reflect the child's needs, age and level of maturity. Where a member of staff has a particular concern about the need to provide this type of care and reassurance they should seek the advice and guidance of the Co-Headteachers.

### **General Guidelines**

As a general principle staff must not make gratuitous physical contact with their pupils. It is particularly unwise to attribute touching to their teaching style or as a way of relating to pupils.

Where necessary, should a child be refusing to move from an area, or where they are causing a danger to others, staff should take action to empty the environment of other children to de-escalate a situation and to ensure their safety.

There may be some children for whom touching is particularly unwelcome. For example, some pupils may be particularly sensitive to physical contact because of their cultural background or special needs or because they have been abused. Where appropriate, staff should receive information on these children, whilst ensuring that all matters of confidentiality and sensitivity remain of paramount importance. In addition, there should be a common approach where staff and pupils are of different sexes. Physical contact with pupils becomes increasingly open to question as pupils reach and go through adolescence and staff should also bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

### **Other Relevant Policies**

This policy should be read alongside:

- Building Better Behaviour Policy
- Health & Safety Policy
- Child Protection and Safeguarding Policy

Reviewed by	Education Committee of Governing Board
Headteachers	Paul Bailey and Anna Lipani
Signed	Mary Sanders, Chair of Education Committee
Date	April 2025

Next Review	April 2026
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