



Star

International School

Mirdif

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International
Schools
Partnership

Physical Intervention Policy

Company/ Organisation:	Star International School, Mirdif
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Policy Information:	Physical Restraint should be limited to emergency situations and used only in the last resort, only after less intrusive alternatives have failed or been deemed inappropriate. Physical restraint is used only when immediately necessary in extreme emergency situations for the minimum time necessary to prevent injury to self or others. (Examples of possible situations are given in Appendix 1). What is physical restraint? Physical restraint is the positive application of force with the intention of protecting the child from harming themselves or others. General policy aims Staff at Star International School recognises that the use of reasonable force is only used as a last resort following a range of strategies available to secure pupil safety / well-being Our policy on restraint should therefore be read in conjunction with our Behaviour and Safeguarding policies. Specific aims of the restraint policy:





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

What is reasonable force?

The term 'reasonable force' covers a broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with students.

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances, such as breaking up a fight, or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Why use restraint?

Physical restraint should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him / herself or others. It is only likely to be needed in extreme circumstances if a child appears to be unable to exercise self-control of emotions and behaviour, causing significant injury to themselves or others.

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 circumstance.

Staff should be aware that when they are in charge of supervising students during the school day, or during other supervised activities, they are acting in loco parentis and should, therefore, take reasonable action to ensure pupils' safety and well-being.

Alternative Strategies: Procedures for Staff Before and During Physical Intervention

While immediate physical restraint may be necessary in some situations, staff should prioritise alternative strategies to manage behaviour, such as:

- Assertiveness Skills:





- Use loud, firm instructions to tell the child to stop.
- Use a whistle to interrupt behaviour (e.g., a fight).
- Shout for help from other adults.
- Clear the space by firmly asking other students to move or leave the area.
- Block the student's path or stand between students.
- Reinforce instructions firmly, offering appropriate choices.
- De-escalation Techniques:
 - Avoid confrontation or use humour to defuse tension.
 - Continue speaking and listening to the child.
 - Maintain appropriate eye contact during dialogue.
 - Divert and distract the child where appropriate.
 - Reason with the child, offering suitable choices.

These strategies aim to defuse situations and prevent escalation, reducing the need for physical intervention.

PROCEDURES GUIDELINES FOR THE USE OF PHYSICAL RESTRAINT

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

In any application of physical restraint, the minimum reasonable force should be used

to calm down the situation. Help should be summoned from colleagues; other students should never be involved in restraint. The student should be approached calmly but firmly. Where possible, the consequences of refusing to stop the behaviour should be explained and it should be communicated to the student that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach is required by staff throughout. The method of restraint employed must use the minimum force for the minimum time.

When physical restraint becomes necessary, the person restraining should:





DO:

- Call out for help
- Ensure a free passage of air through airways
- Be aware of any feelings of anger
- Tell the pupil what you are doing and why
- Continue to talk to the student in a calm way
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Relax your restraint in response to the pupil's compliance
- Be aware of any accessories worn by you or the student that could cause injury

DON'T:

- Act in temper (involve another staff member if you fear loss of control)
- Stop talking, even if the student does not reply
- Involve other pupils in the restraint
- Touch or hold the pupil in private areas
- Hold the pupil in a way which will restrict blood flow or breathing

E.g. around the neck and head

- Use facedown holds

Actions After an Incident

Physical restraint is a serious intervention and often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The Principal should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised.

Staff involved must promptly complete the reporting form (Appendix 2) to ensure a comprehensive record is available for any future complaints. This report must be submitted to the Principal. Reports should be handed to the





Principal. These will be reported to ISP Regional Manager as part of the Principal's Report.

The Principal/Head of School or Safeguarding Lead will contact parents as soon as possible after an incident, to inform them of the actions that were taken and why, and to explore changes needed, to prevent future restraint.

Behavioural IEPs/Risk Assessments

To ensure the safety and well-being of all students, our school implements thorough and proactive measures for addressing ongoing behavioural concerns. These measures include the development of Behavioural Individual Education Plans (IEPs) and Risk Assessments, tailored to the specific needs of each student.

Behavioural IEPs

When a student's behaviour demonstrates a consistent pattern of concern, a Behavioural IEP may be developed. This process involves:

1. Collaboration: The Head of Inclusion, parents, and caregivers will collaborate to create the IEP. The school counsellor and other relevant professionals may also be involved to provide support and strategies.
2. Support Strategies: The IEP will outline specific support strategies, which may include counselling, behavioural interventions, and other agreed-upon measures.

Risk Assessments:

If there is a likelihood that a student may behave disruptively in a way that the use of reasonable force is necessary, a detailed risk assessment will be conducted. This assessment includes:

1. Parental Involvement: Ensuring parents are involved in the risk assessment process and are clear about the specific actions and strategies to be implemented.
2. Interventions and Support: Documenting the interventions and support strategies that will be in place, which may involve the school counsellor and other strategies agreed upon by the Head of Inclusion.
3. Pre-Intervention Strategies: Outlining specific strategies to be employed before any physical intervention is considered.





4. Training for Designated Staff: Organising formal 'positive handling' training for designated 1:1 Learning Support Assistants (LSAs), as necessary. This training is coordinated by the parents, with school being notified upon completion.

5. Parental Agreement: Parents will be required to sign a parent/school agreement indicating their understanding that physical restraint may be used in extreme emergency situations to prevent injury to the student or others.

6. Post-Training Briefing: Ensuring that trained LSAs are thoroughly briefed on the specific strategies and actions they should take.

7. Additional Support: Identifying additional support that can be summoned if necessary, such as members of the Senior Leadership Team (SLT) or the medical team.

8. Duty of Care: Upholding the school's duty of care to all students and staff, ensuring a safe and supportive learning environment.

By following these guidelines, our school aims to manage challenging behaviours effectively while prioritising the safety and well-being of the entire school community.

Complaints

A clear restraint policy, followed by all staff and communicated to parents, helps minimise complaints. However, disputes about the use of force may still occur, potentially leading to investigations under disciplinary procedures or by the Police and children's services for child protection.

Appendix 1

When might it be appropriate to use reasonable force?

Examples of situations that may require restraint are when:

- a pupil attacks a member of staff, or another pupil
- pupils fighting
- a pupil is causing, or at risk of causing, injury to themselves or others, this includes the misuse of dangerous materials, substances or objects
- a pupil attempting to leave school (NB this will only apply if a pupil could be at risk if not kept in at school)





- a pupil persistently refuses to follow instructions to leave an area which would cause physical danger e.g in the event of a fire alarm.

Appendix 2

Star International School, Mirdif Record of Physical Intervention

Name of Child:

Date of Incident:

Where did the incident happen?

Names of staff or pupils who witnessed:

Why was force needed?

How did the incident begin and progress? (who said what? Who did what?)

What was done to calm things down?

What degree of force was used? (What kind of hold? And for how long?)

Pupils response:

Details of injury or damage:

Signed: Date:





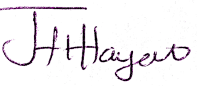
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