



RUSSIAN SCHOOL LUCHIK
MILTON KEYNES & BEDFORD

RESTRICTIVE PHYSICAL POLICY

This policy is drawn up following the DfES/Department of Health Guidance on the Use of Restrictive Physical Intervention for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders, 2002. It should be read in conjunction with the school's Health and Safety Policy and Behaviour Policy.

“People with learning disabilities have a right to be treated with respect, care and dignity especially when they are behaving in ways which may be harmful to themselves or others and as a result require physical intervention from staff”. (foreword from the guidance)

Every adult and child is entitled to:

- respect for his/her private life
- the right not to be subjected to inhuman or degrading treatment
- the right to liberty and security, and
- the right not to be discriminated against in his/her enjoyment of those rights.

(The United Nations Convention on the Rights of the Child, 1991.)

Underlying Principles

- The use of force should, wherever possible, be avoided
- There are occasions when the use of force is necessary
- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.

At the YLN we aim to equip our students with self-control so that they are able to function in the world after school. We plan to avoid physical interventions wherever possible by the use of preventive strategies.

Preventive Strategies:

- staff numbers are adequate
- staff are well trained in the teaching of students who can present challenging behaviours
- avoidance of situations that are known to provoke extreme behaviours
- Behaviour Support Plans showing how each student's behaviour is best managed

- a diverse and interesting curriculum allowing students to engage in meaningful activities which include opportunities for choice and a sense of achievement
- talking to students and carers about ways students prefer to be managed when they pose a significant risk to themselves or others
- working collaboratively with carers to use consistent behaviour management strategies in home and school
- see Behaviour Policy

Restrictive Physical Intervention:

Restrictive Physical Intervention involves the use of force to control a person's behaviour and can mean using bodily contact, mechanical devices or changes to the person's environment.

This could be through:

- Bodily contact (e.g. holding a student's hands to prevent them from hitting someone)
- Mechanical (e.g. using arm cuffs or splints to prevent self-injury)
- Environmental Change (e.g. use of time out with an adult)

The use of force is only acceptable when used to prevent:

- self-harming
- injury to others
- severe damage to property

Restrictive Physical Intervention should only be used where:

- staff have been trained and are authorised by the organisation to carry out physical intervention, and are aware of the student's risk assessment and behaviour support plan (in the case of a planned-for physical intervention)
- staff have been trained and are authorised by the school to carry out physical intervention (in the case of emergency intervention)
- other strategies have been used to try to de-escalate the behaviour
- the risks of using physical intervention are judged to be lower than the risk of not doing so.

It must be remembered that:

- only a minimum amount of force must be used – that is the minimum needed to avert danger – and applied for the shortest period of time
- any physical intervention should avoid contact that might be misinterpreted as sexual
- physical intervention is an exceptional rather than routine method of management

Procedures after each incident:

Any incident of restrictive physical intervention must be reported to the CPO or the Director and any such incidents must be logged in the incident report book. The incident must be described in handwriting on the same day as the incident. The log will show:

- the date and time of the incident
- what led up to the incident
- what strategies were used to avoid physical intervention
- the reason for using physical intervention
- a description of the physical intervention
- the duration of the physical intervention
- student/s involved
- staff involved
- how the incident was resolved
- any student injury
- any staff injury
- students' views
- any follow up
- when carers have been told and by whom
- signature of the CPO or the Director, or in their absence of a senior member of the Senior Management Team

The log will be reviewed on a regular basis by the Director/CPO and the Senior Management Team. Summaries will be provided to Management Committee at their meetings.

Quiet Room

Russian school Luchik has a designated Place in the corridor of the main building

The 'place of safety' that provides a facility for staff to support students exhibiting extreme and challenging behaviour; helping them to calm whilst preserving the safety of other students and staff.

Some students with ASC react to touch or are touch sensitive and therefore the use of the quiet room may be a more appropriate method of de-escalating a situation where restraint or holding may cause an escalation of behaviour. The use of the space in this way would need to be as part of an agreed BMP.

- The Quiet Place is only to be used where the behaviour presented by a student constitutes a serious and immediate risk of injury or significant damage to property and therefore cannot be safely managed in the classroom or other areas.

- The Quiet Place may only be used to support a student as part of a written Behaviour Management Plan approved by the management team and shared with the parents.

The only exception to this is in an emergency situation where there is a serious and immediate risk of injury or significant damage to property by a pupil with no recent history of such behaviour. Following such an emergency a Behaviour Management Plan must be drawn up in detailing the use of the Quiet Place as a contingency in the event of a recurrence of the behaviour.

The decision to use the Quiet Place is the responsibility of a teacher or a member of the management team, based upon the criteria as set out above.

Upon deciding to move a student to the Quiet Place, a member of the management team (or the teacher in charge must be notified immediately and will attend alongside the teacher throughout the episode.

The Quiet Place is not to be used merely for containment of acting-out pupils. As with any behaviour management strategy, a member of staff must be actively working with the student at all times to promote calm.

Under no circumstances is a pupil to be left unattended in the Quiet Place

Ratified by the Management Committee April 2017

This Policy will be reviewed, evaluated and amended annually.