

**Policy on the use of
Restrictive Physical Intervention
in Schools and
Educational Establishments**

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1 Introduction

- 1.1 This document offers guidance to LEA maintained schools about the use of physical intervention. It establishes basic principles and draws on the legal framework and relevant guidance from the DfES in the context of practice, which demonstrates that early, progressive and preventive intervention is the norm.

It is intended to hold workshops for representatives of organisations to discuss the application of the policy.

- 1.2 This guidance should be used to inform schools' own behaviour policies and provide a context for the use of any physical intervention.
- 1.3 Schools and other settings may decide to accept this guidance as their policy on the use of physical intervention or they may write a separate policy relating to this document. Reference should therefore be made to this document in the appropriate part of the school's Behaviour Policy outlining how staff have been made aware of the content.
- 1.4 The LEA subscribes to the view that:
- whilst restrictive physical intervention is very occasionally necessary it should normally be a last resort and be seen as only one part of a wider comprehensive behaviour management strategy.
 - where force is necessary it must be used in ways that maintain the dignity and safety of all concerned. Incidents requiring the use of physical force should be thoroughly and systematically recorded and be open to scrutiny via Governing Bodies and LEA. Records may also be requested by OfSTED.
 - through appropriate training as necessary, all staff must be aware of what is allowed and not allowed and feel confident in managing difficult situations. To feel insecure is to do nothing, which can be equally problematic.
 - child protection procedures will still apply. This guidance is supportive and complementary.
 - as a consequence of everyday association with children, teachers and other adults are vulnerable to misplaced or even malicious allegations being made against them, either deliberately or innocently. All staff therefore need to note carefully the contents of this guidance in the context of their setting's Behaviour Management Policy.
 - schools have a general common law duty of care towards children for whom they are acting in loco parentis.
 - ongoing staff training and support in the area of behaviour management is essential to ensure good practice.
 - all training in this area sanctioned by the headteacher is safe, suitable and appropriate and received from trainers recognised by the LEA. Any such

training should be in the context of positive behaviour management - a number of providers are available locally including the outreach services from Severdale and the Woodlands Schools and the Behaviour Support Service.

- settings, which might anticipate the need for the use of restrictive physical intervention, should develop further written protocols and undertake appropriate BILD accredited training.

2 Background, Legal Framework and Related Issues

2.1 The Children's Act 1989

Places a duty of care on all local authorities and governing bodies of schools to consider pupils' needs as a priority in all their dealings with pupils and their families. For teachers this is defined in the teachers' pay and conditions document.

"Teachers are required to maintain good order amongst pupils and to safeguard their health and safety, both when they are authorised to be on school premises and when they are engaged in authorised activities elsewhere."

2.2 The Education Act 1997 Section 4

A new section (550A) was inserted into the Education Act 1996 with effect from 1 September 1998 relating to the power of members of staff to restrain pupils. Section 550A (1) states that a member of staff (defined in Section 550A(4) as any teacher who works at the school and any other person who with the authority of the headteacher, has lawful control or charge of pupils at the school) may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following:

- committing an offence
- causing personal injury to, or damage to the property of any person (including the pupil himself)
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether during a teaching session or otherwise. Under Sub-section (2) this applies whether the staff member is on school premises or elsewhere.

2.3 Circular 10/98 (Discussed in detail in Section 3)

DfEE Circular 10/98 "Section 550A of the Education Act 1996: the use of force to control or restrain pupils" was issued in July 1998 to all LEAs, headteachers and governors of LEA maintained schools, GM schools and independent schools and CTCs.

The circular:-

- gives examples of when physical intervention may be appropriate and factors to be considered when deciding to intervene
- discusses the issue of reasonable force
- advises that all schools should have a policy on the use of restraint, in line with any model policy issued by the LEA
- advises that schools should record incidents of the use of restraint and inform parents
- advises that all schools have a system for considering complaints from pupils or parents concerning the use of force.

2.4 Action in self-defence

Section 550A(2) (above) relates to teachers and those authorised by the headteacher. The law allows people to use 'reasonable force' to defend themselves, their property or another person. It is usual for courts to ascertain whether there was an alternative to the use of force - consideration of the degree of force used would also be considered; therefore, schools must demonstrate that any action taken is consistent with appropriate BILD accredited training.

2.5 Corporal Punishment

Section 550(2) makes the specific point that Section 550A(1) does not authorise anything to be done in relation to a pupil which constitutes the giving of corporal punishment within the meaning of Section 548.

Section 548 of the Education Act 1996 was substituted by Section 131 of the School Standards and Framework Act 1998 to cover pupils at all types of school, including independent schools, irrespective of whether their fees were met by public funds and children provided with nursery education. Section 548(1) states that corporal punishment cannot be justified in any proceedings and Section 548(2) states that this prohibition applies at any time and whether at school or elsewhere.

Section 548(4) defines corporal punishment as doing anything for the purpose of punishing a child (defined as under 18) ... which apart from any justification would constitute battery. The definition of "battery" is an unlawful act of violence committed by one person beating or touching another; an assault accompanied by actual striking or touching.

Section 548(5) clarifies that corporal punishment shall not be taken to be given to a child by virtue of anything done for reasons that include averting an immediate danger of personal injury to or an immediate danger to property of any person (including the child himself).

2.6 Sexual Assault

Is the deliberate and intentional touching of another person in a way which is considered to be indecent. This obviously can involve touching of another person's genitals or the touching of another person within a sexual context.

2.7 Reasonable force

There is no legal definition of 'reasonable force' hence it is not possible to set out when it is reasonable to use force, or the degree of force that may reasonably be used. However, the summary of circular 10/98 gives some guidance and there are two relevant considerations. (Section 550A)

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a pupil

from committing a trivial misdemeanour or in a situation that could clearly be resolved without the use of force.

- 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 should always be the minimum needed to achieve the desired result over the shortest possible time.

Whether it is reasonable to use force and the degree of force that should reasonably be employed, might also depend on the age, understanding and sex of the pupil.

2.8 Human Rights Act (1998)

- This Act gave further effect to the rights and freedoms guaranteed under the European Convention on Human Rights and came into force on 2 October 2002. the application of the 1996 Act and Circular 10/98 which will potentially interfere with persons' rights under:

Article 5 - right to liberty and security

Article 8 - right to respect for private and family life

Article 10 - right to freedom of expression

However, those rights are not absolute rights and are qualified, in that they can be interfered with if the interference is proportionate (ie the least interference to achieve the aim) and in accordance with the law.

This can be compared with Article 3 - prohibition of torture, inhuman and degrading treatment or punishment, which is an absolute right and is reflected in the prohibition upon corporal punishment.

2.9 Guidance on the use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorder DfES/DoH (July 2002)

This guidance on the use of restrictive physical interventions is issued jointly by the DfES and DoH. It stands as guidance under Section 7 of the Local Authority and Social Services Act 1970; and as advice to support the implementation of Section 550A of the Education Act 1996, in particular, but not exclusively, in special school settings catering for pupils with learning difficulties and/or autistic spectrum disorders. Additionally, this guidance has relevance for working with pupils with severe emotional and behavioural difficulties.

3 Summary of Circular 10/98 Guidance upon Section 550A Education Act 1996

The Use of force to Control or Restrain Pupils

- 3.1 This provision, which came into effect on 1 September 1998, clarifies the powers of teachers and other staff to use reasonable force to control or restrain pupils.
- 3.2 All schools are obliged to have a policy on restraint. This should be linked to the school policy on behaviour and discipline. It must take account of the LEA policy on restraint and the DfES guidance on behaviour and discipline. Staff who may need to take such action must fully understand the options open to them.
- 3.3 A statement on restraint must be included with the information given to parents about the school's policy on discipline and standards of behaviour.
- 3.4 Where it is known that a pupil may need to be restrained, a plan should be prepared to minimise the risk of such an occurrence and to manage it effectively should the situation arise. Parents should be involved in this process and staff fully briefed.
- 3.5 Reasonable force may be permissible where:**
- **a criminal offence is being committed;**
 - **pupils are at risk of injuring themselves or others or significant damage to property;**
 - **pupil behaviour is prejudicial to maintaining good order and discipline.**
- 3.6 If using restraint to secure good order, such action must actually facilitate this outcome. The use of restraint could exacerbate the problem rather than defuse it. Restraint must not become a substitute for good classroom management.
- 3.7 Reasonable force may be used either on the school premises or during an authorised off-site activity.
- 3.8 Everyone has the right to use reasonable force to prevent an attack against themselves or others. However, apart from teachers, only staff authorised by the headteacher to have charge of pupils, can use restrictive physical restraint under other circumstances. A list of authorised staff should be maintained by the headteacher. Authorisation can be on a long-term basis or for a finite period of time. There is an obligation on the school to ensure authorised staff fully understand what this implies.

- 3.9 There is no legal definition of *reasonable force*, but the Circular at paragraphs 16-18 makes it clear that force should only be used if the situation warrants it. Such force must also be in proportion to the circumstances and consistent with the age, gender and the understanding of the pupil.
- 3.10 Staff must, wherever possible, caution the pupil that his or her behaviour may warrant restraint. They should also maintain communication throughout the incident. A calm, measured approach should be used, rather than acting out of anger.
- 3.11 Reasonable restrictive physical intervention may include:
- physically standing between pupils
 - leading a pupil by the hand or arm, or by gentle pressure on the centre of the back
 - standing in the way of a pupil
 - holding, pushing or pulling.
- 3.12 The use of force as a punishment or to intentionally cause pain, injury or humiliation is not permitted.
- 3.13 Force which could cause injury includes:
- holding round the neck
 - any hold that might restrict breathing
 - kicking, slapping or punching
 - forcing limbs against joints
 - tripping
 - holding by the hair
 - holding the pupil face down on the ground.
- 3.14 It may be inappropriate for a member of staff to intervene without support. In such a circumstance he or she should remove pupils at risk of injury and summon assistance.
- 3.15 All incidents of restrictive physical intervention should be recorded.
- 3.16 Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report. They are advised to keep a copy.
- 3.17 Staff need to notify the headteacher or senior member of staff as soon as possible after an incident. The headteacher is responsible for deciding how and when parents are notified. Parents should be informed promptly and given an opportunity to discuss the incident.

- 3.18 These procedures will not prevent complaints and a dispute about the use of force could lead to an investigation under the LEA's disciplinary procedures, by the Police or by Social Services, under Child Protection procedures. Further guidance is available in Circular 10/95 Protecting Children From Abuse. Local guidance is included in the Shropshire Council Child Protection Procedures. Advice is also available in the School's Personnel Handbook.
- 3.19 Dissatisfied parents could also pursue a civil action. In such circumstances the court must decide if the use of force was reasonable. The school's policy on restraint may be taken into account when reaching their conclusions. It consequently needs to provide staff with sufficient guidance and protection to carry out the duties expected of them.
- 3.20 It is a misconception that any physical contact with a child is unlawful. That is not true. (Circular 10/98 paragraph 1)
- Some groups of pupils with special needs will require physical contact for a variety of reasons, assistance with hygiene, assistance to pupils with physical disabilities etc.
 - Some physical contact may be necessary to demonstrate exercises or techniques (e.g. in PE, design and technology or if giving first aid). Touching may also be appropriate where a pupil is in distress and needs comforting. Teachers will use their own professional judgement when they feel a pupil needs this kind of support.
 - There may be some children for whom touching is particularly unwelcome due for example to their cultural background or because they have been abused. Schools should have a mechanism to inform staff of such sensitivities.

4 Non-Restrictive and Restrictive Physical Intervention

- 4.1 For the purpose of this document Physical Intervention is used to describe any Restrictive or Non-Restrictive intervention utilised to change or alter behaviour.
- 4.2 RESTRICTIVE INTERVENTION involves the use of force to control a person's behaviour and is likely to limit or restrict the movement or mobility of the person concerned.
- 4.3 NON-RESTRICTIVE INTERVENTION would include manual guidance to assist pupils with physical disability, appropriate support during physical education, removal of cause of distress, e.g. adjusting noise levels, changing seating plans.

Advice

- As part of the school policy, guidance is provided for staff about circumstances that may require physical contact.
- When administering first-aid, staff should ensure where possible that another adult is present if they are in any doubt as to whether necessary contact might be misconstrued.
- Physical contact with pupils becomes increasingly open to question as pupils reach and go through adolescence and staff should bear in mind that even well intentioned physical contact can sometimes be misconstrued.
- Any comforting gestures must always be acceptable to the pupil concerned.
- Extra care needs to be taken when supervising pupils in a residential setting e.g. ski trip, outdoor camp where a change in context can make relationships more informal.
- Policies should include:
 - strategies for avoiding conflict
 - strategies for de-escalation
 - procedures following an incident, including support available to those involved
 - training in behaviour management identified for staff as a professional development issue appropriate to their role (the BSS offer a range of courses in this area)
 - physical intervention training will require a regular update.
- Settings which utilise planned restrictive physical intervention will find further guidance on written policy in LEA 1042/2002 Sec 10.8 - 10.10, Guidance on the use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorder DfES/DoH (July 2002).

5 Restrictive Physical Intervention

5.1 Restrictive physical intervention is the use of force to overpower a pupil.

5.2 When may pupils be restrained? (Circular 10/98 paragraph 9)

To prevent a pupil from doing or continuing to:

- commit a criminal offence
- injure themselves or others
- cause damage to property
- engage in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils whether that behaviour occurs in a classroom during a teaching session or elsewhere.

5.3 Examples might be

5.3.1 To breakaway from harmful or dangerous physical contact initiated by child.

5.3.2 To separate child from triggers, e.g. holding hand of child responding to another with aggression.

5.3.3 To protect child from a dangerous situation, e.g. locking door to avoid child running onto main road.

Advice (See also Section 8)

The use of restrictive physical intervention should be viewed as an act of care - used with care.

It should not be used to force compliance if there is no immediate serious risk to pupil, others or property.

Preventing pupils from leaving building or premises could require intervention if it was felt that by leaving the pupil posed a risk to themselves or others.

It needs to be recognised that attempting to physically restrain a pupil may improve or exacerbate the situation. A difficult situation could be worsened. Every effort should be made to ensure that at least one other member of staff is present.

Only the minimum force necessary to prevent injury or to remove the risk of harm should be applied and if used this should be accompanied by calmly telling the pupil what s/he needs to do to remove the need for restraint.

Any assessment of a child who may need to receive physical intervention should include any contra-indications for both staff and pupils.

A warning that restraint may be used should be given, if possible in a clear, assertive manner.

Always avoid touching or holding in a way that may be considered indecent.

Staff should develop strategies for dealing with difficult pupils and strategies that can be used to defuse situations. These should be utilised wherever possible.

Other pupils should never be involved in restraint.

Restraint is only likely to be necessary on a regular basis for pupils displaying serious emotional or behavioural difficulties. Circumstances that may require restraint should be recorded on a behaviour plan, as could be strategies for defusing conflict situations. In such cases parental support should be sought and recorded wherever practicable and possible.

5.3.4 Permitted physical intervention may include:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Pushing
- Pulling
- Leading by hand or arm
- Shepherding a pupil by placing a hand on the centre of the back
- In **extreme** circumstances using more restrictive holds.

5.3.5 Actions which should not be undertaken include:

- Holding a pupil round the neck, or by the collar or in any other way that might restrict pupils' ability to breathe
- Slapping/punching or kicking a pupil
- Twisting or forcing limbs against a joint
- Tripping up a pupil
- Holding or pulling a pupil by their hair or ear
- Holding a pupil face down.
- The use of clothing or belts to restrict movement
- Pressure on the neck, chest or abdomen or groin areas.

5.4 Who can restrain?

As previously noted everyone has a right to prevent an attack against themselves or others, whether they are formally authorised or not.

Advice

Apart from teachers, only those staff specifically authorised by the headteacher have control or charge of pupils. This could include teaching assistants, mid-day supervisors or volunteer helpers. Normally only staff who have been trained to an appropriate level should be sanctioned to use restrictive physical interventions. However in an emergency the use of force by other people can be justified if it is the only way to prevent injury or to prevent an offence being committed.

5.5 Seclusion, time out, withdrawal

5.5.1 Seclusion is a restrictive physical intervention when a child is forced to spend time alone against their will. This is, therefore, illegal except in an emergency.

5.5.2 Time out is usually used as part of a behaviour management programme and involves restricting access to positive reinforcement.

5.5.3 Withdrawal involves removing a child from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities.

5.6 When to involve Police

Schools should clarify when this may be necessary, e.g. possession of weapons.

5.7 What should we do afterwards? (see also section 8)

5.7.1 It is important that there is a detailed written report of any occasion where restrictive physical intervention is used. Minor or trivial incidents need to be discussed within the context of each setting so that staff have a clear understanding of these terms. Examples could be included in the school policy.

5.7.2 This is necessary to:

- keep authenticated information to inform future responses
- inform other relevant persons e.g. parents
- assist in any possible complaint
- assist in the monitoring of restraint to inform future policy and practice.

5.7.3 Pupils are also entitled to record their views when they have calmed down.

5.7.4 Pupils and staff who have been involved in an incident should have access to internal debriefing. Staff may also receive independent support and counselling via Employee Counselling Service.

5.7.5 Staff may wish to involve a colleague or member of a professional association.

5.7.6 Parents should be contacted as soon as possible and practical in order to be informed of the incident and given opportunity to discuss it.

5.8 Complaints

5.8.1 Will be minimised by a clear policy and contacting parents following an incident. Further complaints would be dealt with by the usual mechanism.

5.8.2 Guidance on handling allegations against staff can be found in the Shropshire Council Child Protection Procedures.

6 Planned Restrictive Physical Intervention

Planned physical intervention is necessary when the nature of foreseeable behaviour would require careful planning in order to minimise risk to all concerned. In the main this is likely to be in special settings/environments. This intervention should be one component of a broader approach to behaviour management, treatment or therapy.

Advice

Strategies should be

- agreed in advance and involve the advice of other professionals
- described in writing and be part of a wider plan for behaviour management usually agreed with parents/carers
- implemented where possible by a named person who has appropriate training
- recorded if application has been necessary.

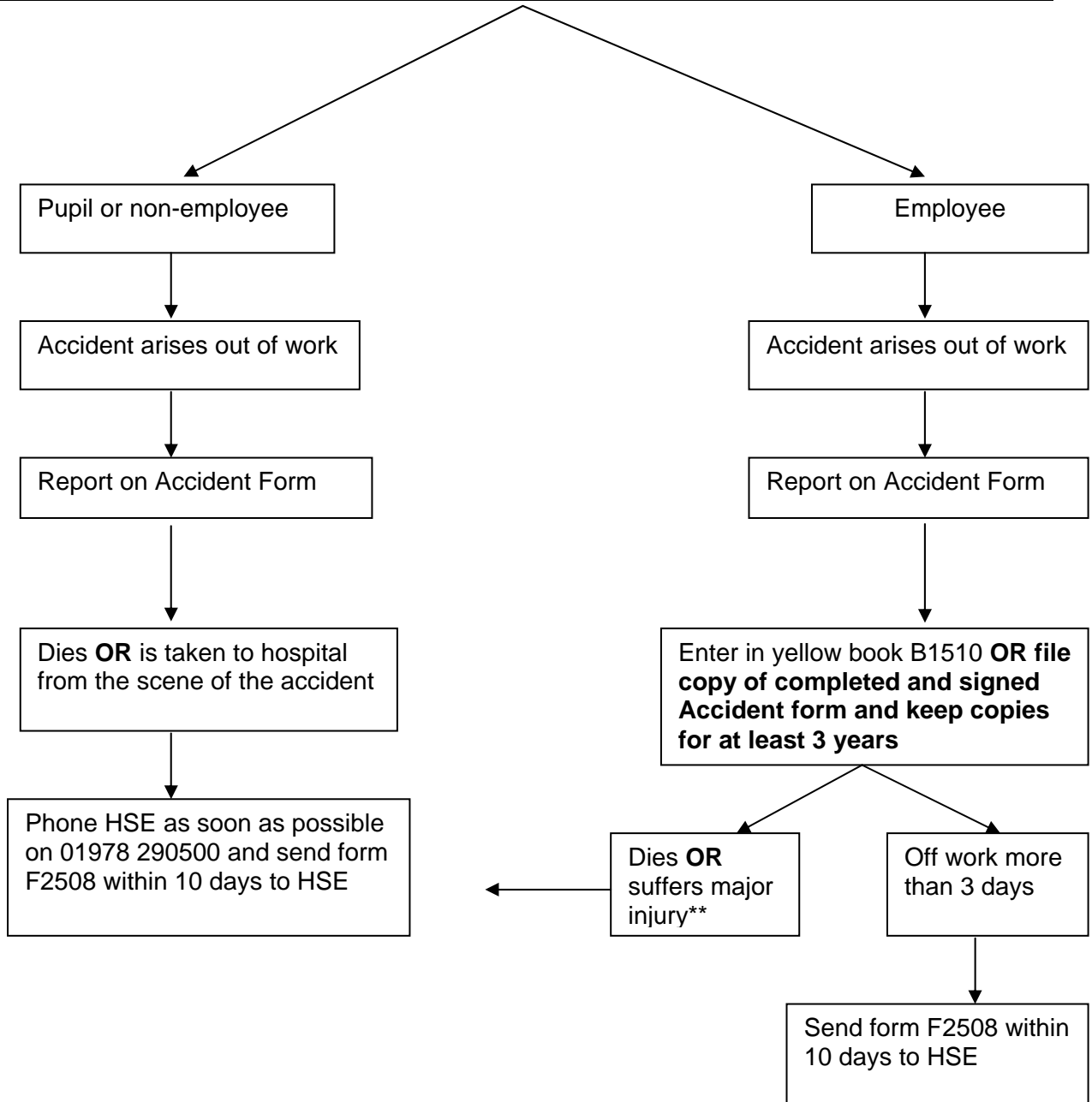
7 Physical Intervention, Accident and Violent Incident Reporting

KEY POINTS

- 7.1 All incidents of restrictive physical intervention should be recorded as quickly as possible (and in any event within 24 hours of the incident) by the person(s) involved in a book with numbered pages. The headteacher (or person acting on their behalf) must be informed at the earliest opportunity. Parents should also be contacted as soon as practicable.
- 7.2 In some situations restrictive physical intervention may be an appropriate course of action to deal with a violent incident; however, the physical intervention itself may if it is not carried out appropriately, become a violent incident. A 'violent incident' is defined in the Shropshire Council, School Health and Safety Policy Code of Practice [para 4.68].
- 7.3 A violent incident is behaviour which produces damaging or hurtful effects, physical or emotional, in other people. This can include: physical attack, threats, verbal abuse, harassment in any form, the use of innuendo, theft or vandalism of property and personal effects and the use of a third party or separate agency to cause hurt or distress. It may result in an employee being:
- physically injured and as a result is off sick for more than three days or
 - results in a major injury is notifiable to the HSE as for accidents.
- 7.4 Violent incidents must be reported using the Council's violent incident report form.
- 7.5 The distinction between a violent incident and an accident lies in the intent of the perpetrator and sometimes this will not be clear. In some situations involving restrictive physical intervention accidental injury to one or more parties involved may result. The flow chart on the following page should help clarify how to report accidental injury. Full details are set out in the Council's Health and Safety Policy.
- 7.6 Schools and settings will need to discuss scenarios to provide greater understanding of these terms within context, the school's policy may include examples.
- 7.7 Both staff and children should be given separate opportunities to talk about incidents in a calm and safe environment.

ACCIDENT FLOW CHART

ALL ACCIDENTS
Investigate and Record in School Accident Book/Accident Report Form



Incident Report Form Checklist

- All incidents of physical intervention should be recorded in a bound book with numbered pages. Below are suggested headings, not all headings would necessarily be applicable for every incident.
- Day, date and time of incident.
- Name and title of person writing report.
- Exact location of incident.
- Conditions (e.g. weather, lighting, surface).
- List of key participants and witnesses.
- Description of incident in chronological order
 - What led up to incident?
 - When were you alerted to incident?
 - What verbal and/or physical interventions were attempted?
 - How was the incident resolved?
- Emergency action taken.
- Consequences (e.g. injuries, property damage).
- Persons notified of incident (name, title, date and time).
- Persons receiving copy of report.
- Signature of author(s) and date/time.

8 Additional Guidance

8.1 Headteacher/Manager Responsibilities

- Establish lines of responsibility for Health and Safety in the workplace. Establish and maintain safe systems of work.
- Ensure adequate training and development of staff.
- Ensure access to appropriate information about the children with whom staff are working.
- Develop/adopt this guidance on restrictive physical intervention, ensuring that staff are aware of practice and procedure in this area.
- Develop a behaviour policy which places restrictive physical intervention in context and promotes early and preventive behaviour management.
- Ensure all incidents of restrictive physical intervention are clearly and promptly recorded.
- Ensure parents/guardians have access to the complaints procedure.

8.2 Risk Assessment

Wherever it is foreseeable that a restrictive physical intervention may be required, a risk assessment should be carried out which identified the benefits and risks associated with application of different intervention techniques with the person concerned. Further advice is available from Council Personnel Department, and Severndale and Woodlands Schools/Outreach Services.

8.3 Training

- Training on restrictive physical intervention should be given in the context of whole school behaviour management. It should be incorporated into a package emphasising prevention, conflict management and de-escalation, personal safety and safe physical intervention.
- Training in the use of restrictive physical intervention should only be delivered by trainers who are accredited by the British Institute of Learning Disabilities (BILD).

8.4 Information for Parents

When schools write to parents outlining their behaviour policy or send out policy documents it may be appropriate to include information as detailed below.

The use of restrictive physical intervention is very rare and is, wherever possible avoided. There may, however, be occasions where the use of restrictive physical intervention is appropriate e.g. if a child is hurting his/her self or others. Any intervention used will always be minimal in proportion to the circumstances of the incident and will seek to avoid injury to the pupil.

8.5 Checklist for procedures relating to Restrictive Physical Intervention

| | YES | NO |
|--|-----|----|
| Is reference made to restrictive physical intervention in school behaviour policy/handbook? | | |
| Are there clearly documented procedures relating to the use of restrictive physical intervention? | | |
| Are all staff aware of the policy and procedures? | | |
| Has appropriate training been provided? | | |
| Are appropriate forms available and accessible? | | |
| Is there a procedure for debrief following difficult situations? | | |
| Does the school setting have a system for summoning support from colleagues if necessary? | | |
| Is Behaviour Management a regular feature of professional development/INSET? | | |
| If the setting has children who require planned restrictive physical intervention, has a risk assessment taken place, is there a clear plan of action and have relevant staff received appropriate training? | | |
| Has such a plan been endorsed by a multi-disciplinary meeting (parents, other professionals)? | | |

9 Abbreviations

| | |
|--------|--|
| ACPC | Area Child Protection Committee |
| BILD | British Institute of Learning Disabilities |
| BSS | Behaviour Support Service |
| CPI | Crisis Prevention Institute |
| CTC | City Technology College |
| DfEs | Department for Education and Skills |
| DOH | Department of Health |
| GM | Grant Maintained |
| HT | Headteacher |
| IBP | Individual Behaviour Plan |
| IEP | Individual Education Plan |
| LEA | Local Education Authority |
| OFSTED | Office for Standards in Education |
| PE | Physical Education |
| PSP | Pastoral Support Plan |
| SEN | Special Educational Needs |

10 Reference

BILD (2001) Code of Practice for Trainers in the Use of Physical Interventions. BILD, Kidderminster

BILD website www.bold.org.uk

BILD/DfEs (forthcoming) Model Policies for Schools and Local Education Authorities on the Use of Physical Interventions for Pupils with Severe Behavioural Difficulties and Risk Assessment Proforma to Use when Undertaking Risk Assessments on Pupils with Severe Behavioural Difficulties.

DfEE (1998) Circular 10/98 Section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils, London: HMSO

DfEE (2001) letter and accompanying guidance on 'promoting positive handling strategies' from the Head of the DfEE Special Educational Needs Division to Chief Education Officers, issued on 24 April 2001.

DfEE Circular 8/94 'Pupil Behaviour and Discipline'.

Guidance on the use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorder DfES/DOH (July 2002).

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