



## BBIA PHYSICAL INTERVENTION AND RESTRAINT POLICY

**Compiled by: The School's Leadership Team and Principal**

**Adopted by the Governing Board: June 2025**

**Signed: Chairman of the Board – Drazen Latinovic**

**Signed: Principal – Sreyashi Das**

**Date of next review: June 2027**

The review of this policy will be as and when required in response to national requirements and in light of continuous school-based monitoring and evaluation data.

Adopted by Governing Board	June 2025
Review date	June 2027

### Value statement

It is our belief that all BBIA students, including those who are disadvantaged, should have the best possible opportunity to grow and achieve personal and academic success. That includes being safe from all and any harm.

At BBIA, the safety and well-being of all students is of the greatest importance. Whenever there is a need for plans and interventions, it is based on a clear assessment of the developmental progress and the difficulties that a student may be experiencing.

The purpose of all interventions is to achieve the best possible solutions and outcomes for each child, while recognising that each child is unique.

Children must be heard and listened to, and all efforts must be made to understand their wishes and value their feelings. Staff and other professionals must do everything possible to develop co-operative working relationships with students and their parents or carers.



Action and services will be provided according to the identified needs of the child; the impact of service provision and interventions on the child's developmental progress will be reviewed.

Practice with children must be based on sound and professional judgement, supported by a rigorous evidence base and the practitioner's knowledge and experience. In addition, any new information should be taken into account.

All staff and other professionals working with children have a duty to keep children, colleagues and themselves safe and protected from any risk and harm. All BBIA staff should therefore be aware of this policy and know how to use physical intervention safely and appropriately.

## Introduction

This policy is based on and in line with BBIA Safeguarding Policy.

To ensure the safety of students and staff, there may be occasional situations where children's behaviour is so difficult and/or challenging, that there is no other alternative than to intervene.

However, the use of physical intervention in managing challenging behaviour should only be used when absolutely necessary; it should be reasonable, proportionate, and always in the best interests of all students.

As behaviour is always about communication, attempting to understand what any behaviour is about, is the first step in deciding on an effective response.

Professionals should seek to use a full range of strategies for positive and proactive responses to student behaviour in order to promote and teach appropriate and socially acceptable ways of communicating. In addition, teachers and staff should utilise strategies to de-escalate challenging situations before any physical intervention occurs.

The purpose of this document:

- To provide a set of principles determining physical intervention and restraint by all staff who come into contact with children and young people who exhibit challenging behaviour, aggression or violence that could jeopardise their own or another's safety.
- To ensure consistency of approach by sharing this policy with all employees, parents/carers, students and the Governing Body.



## Principles

1. Compliance with the Law, 2. Prevention, Risk Analysis and Management Strategy 3. Disability and Special Needs, 4. “De-escalation”, 5. Appropriate Use of Force, 6. Post Incident Management, 7. Complaints and Allegations, 8. Staff Training, 9. Overview and Monitoring

### 1. Compliance with the law

- All employees are required to work within the law and in accordance with the School’s regulations and policies.
- Assessments of what is reasonable and when it is reasonable to use force are matters of judgment and depend upon the precise circumstances of individual cases.
- To be lawful, the force used would need to be proportionate to the consequences it is intended to prevent;
- The degree of force used should be the minimum required to achieve the desired result;

### 2. Prevention/Risk Analysis and Management Strategy

- Prevention of injury, violence or aggression is our primary aim, thus avoiding the need to use any force wherever possible.
- The majority of violent incidents and aggressive behaviours are initiated by the behaviour of others.
- As violence and aggression are a key component of the school’s procedures, these aspects are addressed in staff training, with the aim of enabling staff to recognise that challenging behaviours are often foreseeable and developing skills associated with positive behaviour management and managing conflict.
- Risk assessments, risk management plans and/or individual behaviour plans are set in place in circumstances where a heightened risk of challenging behaviour, violence and aggression has been identified.

### 3. Disability and Special Needs

- In cases involving students who have special needs, risk assessments are undertaken to address any specific issues concerning the student and any foreseeable issues that may arise.



- This approach may include the creation of behaviour management plans. An example where this may be necessary is where a child whose Special Education Needs (SEN) and/or disability (whether a physical or learning disability) are associated with extreme behaviour.
- An individual risk assessment and behaviour management plan may be necessary for children and young people whose SEN and/or disabilities are associated with:
  - Communication impairments that make them less responsive to verbal communication;
  - Physical disabilities and/or sensory impairments;
  - Dependence on equipment such as wheelchairs, crutches, etc.

## 4. De-escalation

- The school places importance on using de-escalation strategies whenever there is a threat of violence or aggression towards an individual or property.
- Communicating calmly with children, using non-threatening verbal and body language and helping them to see a way out of a situation are examples of this approach.
- Helping children to recognise their own 'triggers' and 'early warning signs' are important parts of a de-escalation strategy developed in respect of a particular child.

## 5. Appropriate Use of Force

### Definitions

#### Restrictive Physical Intervention

The intentional use of force to control a person's behaviour involves:

- restricting movement
- restricting mobility
- disengaging from dangerous or harmful physical contact
- preventing harm or injury
- Physical restraint should never be used as a method of punishment or to cause pain or distress to a student. Its purpose is to prevent the student causing injury to themselves or others.
- The decision to intervene using physical restraint should be a professional judgment taken calmly and in full knowledge of the desired outcome.



- In extreme circumstances, where there is a high and immediate risk of death or serious injury such as a student threatening to hit someone with a dangerous object or running out into a busy road, a member of staff would be justified in taking any necessary action to prevent harm to the student, other students, the public or staff. However, even in those more extreme circumstances, the principle of minimum force to achieve the desired result should be applied.

## 6. Post Incident Management and Notifications

- The first consideration needs to be whether medical attention is required for the child or anyone else involved. If necessary, first aid procedures are followed.
- In the event of a serious incident, the Principal would liaise with the Senior Leadership Team link to assess the significance of the incident and to decide on an appropriate course of action.
- A full record of every significant incident in which force has been used should be recorded and parents or carers should be informed as soon as possible following the incident. The purpose of recording is to ensure that parents are informed, to prevent misunderstanding or misinterpretation of the incident. Recorded information is essential in helping to initiate or update the risk assessment concerning the student.
- In line with school procedures, an accident form should be completed, if required, by any individual injured during restraint.

## 7. Complaints and Allegations

- Students and parents have the right to complain about actions taken by staff.
- Any complaints or allegations would be dealt with according with the school's complaints procedure.

## 8. Staff Training

- Staff identified as requiring training are appropriately trained and regularly updated in all other aspects of behaviour management, physical intervention and restraint, including positive reinforcement of appropriate behaviour, prevention, de-escalation and post-incident management.
- The training of staff makes clear the dangers of positional asphyxia, which can result in the compromise of an individual's breathing.



## 10. Overview and Monitoring

- The Budapest British International Academy monitors incidents of violence and aggression and the use of restraint. Where necessary, the school will provide reviews and investigations into incidents of physical intervention and restraint.
- All incidents of physical intervention are reported to the Board of Governors.

Budapest, June 2025

Date to be reviewed: June 2027 or as required

