



Dore Primary School

PHYSICAL RESTRAINT POLICY

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As a Rights Respecting School, the best interests of the child are a top priority (article 3). It is our focus to ensure that children have the right to a good quality education (article 28) and protection from harm (article 19) and privacy (article 16).

1:1 Legal Framework

Section 93 of the Education and Inspections Act 2006 allows teachers, and other members of staff at a school who are 'authorised' by the Headteacher, to use such force as is reasonable in circumstances where the pupil may need to be prevented from engaging in behaviour that is likely to cause injury to themselves, others or damage to property. The guidance extends this to maintaining good order and discipline, for both on-site and off-site activities.

There is no legal definition of reasonable force. The Department for Education's non statutory advice on the use of reasonable force advises that 'reasonable in the circumstances' means using no more force that is needed'. The advice also states 'Force' is usually used either to control or restrain. This can range from guiding a pupil 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.' The Criminal Law Act (1967) allows any person to use such force as is reasonable in circumstances to prevent an offence (eg. Physical assault) being committed.. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances.

1:2 What is Physical Restraint?

Physical Restraint should be limited to emergency situations and used only in the last resort.

Under section 93 of the Education and Inspections Act 2006 members of staff have the power to use physical restraint as set out below:

It enables teachers and other members of staff in the school, authorised by the Headteacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

1) Committing any offence

2) Causing personal injury to, or damage to the property of, any person (including the pupil himself); or

3) Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Examples of such behaviours are given in Appendix 1"

Physical restraint is the positive use of force in order to protect a young person from harming themselves, others, or damaging property. Physical restraint is normally only necessary to prevent a young person causing harm to themselves or to others, damaging property, or committing some criminal act, which risks harm to people or property, when verbal commands will not control the behaviour.

On rare occasions there is no alternative to restraining young people physically in their own and others interests and safety. In such instances no more than minimum necessary force should be used, taking in to account all of the circumstances. Such an intervention should only be made when it is likely to be effective. In ideal circumstances, more than one adult should be present. The purpose of intervention is to restore safety therefore restraint should not be continued for longer than is necessary. Physical contact and restraint should never be used in anger. Staff are not expected to restrain a young person if by doing so they will put themselves at risk. Brief periods of withdrawal away from the point of conflict to a calmer environment may be more effective for an agitated young person than holding or restraining.

1:3 What does it mean to restrain a child?

Physical restraint is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property. The proper use of physical restraint requires skill and judgement, as well as knowledge of non-harmful methods of restraining.

1:4 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. Physical restraint skilfully applied may be eased by degrees as the child calms down in response to the physical contact. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

2:1 General aims

The staff in Dore Primary School recognise that the use of reasonable force is only one of the strategies available to secure pupil safety/well-being and also to maintain good order and discipline.

Our policy on the use of reasonable force is part of our overall Behaviour Policy and closely related to work in Safeguarding Children.

2:2 The aims.

- To protect every person in the school community from harm.
- To protect all pupils against any form of physical intervention which 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.

2.3 Staff Training

Key members of staff at Dore Primary are trained by accredited coaches in the 'Team Teach' approach to behavior management.

The Team Teach approach is holistic and promotes positive and protective handling strategies. A huge emphasis is placed on preventing and de-escalating situations and behaviours before physical intervention becomes necessary. However, Team Teach does recognise that there will be times when staff are left with no other option than to hold a student, and it teaches safe, effective ways to do this. Any risk associated with physical intervention is covered in great detail during initial and refresher training for members of staff. "Team Teach techniques seek to avoid injury to the students, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the students remain safe". (George Matthews – Director)

In line with the Team Teach approach school staff trained to deliver restraint will work in pairs. If necessary a trained member of staff can work alongside an untrained member of staff when delivering restraint techniques.

3:1 Risk Assessment

Although most young people at Dore Primary School will never require any form of physical restraint, staff may have to deal with some young people who exhibit disturbed, distressed and distressing behaviour.

We will attempt to reduce risk by managing:

- The environment
- Body language
- The way we talk
- The way we act

3:2 Environmental Risk Assessment

We will complete a risk analysis within the school and put in place strategies to minimise these risks in identified locations.

3:3 Individual Risk Assessment

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, it is our intention to plan how to respond if the situation arises. Such planning needs to address:

Managing the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary);

Involving the parents to ensure that they are clear about the specific action the school might need to take;

Briefing staff to ensure they know exactly what action they should be taking.

4:1 Procedures

In the event of physical restraint having been used it is important to consider the strategies, which are deemed acceptable, and the recording procedures that should be in place.

4:2 Action Steps:

Tell the pupil who is misbehaving to stop and state possible consequences of failure to do so;

If possible summon another adult;

Continue to communicate with the pupil throughout the incident;

Make it clear that restraint will be removed as soon as it ceases to be necessary;

Appropriate follow-up action should be taken, which may include:

Providing medical support

Providing respite for those involved

□ A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of anger or frustration when handling a problem. □

4:3 Recording

Staff should record all incidents of restraint in accordance with School Policy and report these to the Headteacher or Deputy Headteacher.

Details should include:

Name of pupil(s)

Staff member(s) involved

Factors necessitating physical intervention

The strategies which were employed prior to using physical intervention

How physical intervention was effected

Outcome of restraint

Any other action taken in the management of the incident

Parents/carers should be contacted as soon as possible and the incident explained to them. This action should also be recorded.

Incidents requiring restraint will be recorded on the CPOMs network

5:1 Complaints

We all have a duty of care to the young people in our school and cannot escape our legal responsibilities by avoiding taking appropriate and necessary action. Involving parents when an incident occurs with their child, together with a clear policy adhered to by the staff, should help to avoid complaints from parents. It will not prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures.

Staff, subjected to physical violence or assault, have the right to be supported in making a formal complaint to the police and, if necessary, taking private action against an assailant.

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

We will review this policy on a yearly basis.

Remember that adhering to the principles and procedures referred to in this policy statement, is part of effective practice and should minimise risk to young people in our care and enhance our own self-protection.

6:1 Statement for Parents

In keeping with our home/school partnership, we will inform all parents/carers of our policy on Physical Restraint. The statement will be included in the school prospectus and on the website. The statement will highlight:

- Our emphasis on care and protection for everyone within our school community
- Our belief that restraint will be needed on very rare occasions.
- Our endeavour to handle situations with care and responsibility.
- The responsibilities of staff, pupils and parents/carers in resolving situations.

7.1

Appendix 1

When might it be appropriate to use reasonable force?

Examples of situations that fall into one of the first two categories are

a pupil attacks a member of staff, or another pupil;

pupils fighting;

a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects;

a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others;

a pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations that fall into the third category are:

a pupil persistently refuses to obey an order to leave a classroom.

a pupil is behaving in such a way that is seriously disrupting a lesson.

Appendix 2

All teachers need to be aware of strategies and techniques for dealing with difficult pupils and steps which they can take to defuse and calm a situation.

Move calmly and confidently.

Make simple, clear statements.

Intervene early.

Try to maintain eye contact.

If necessary summon help before the problem escalates.

Remove audience from the immediate location.

There are situations where staff should not intervene without help:

Assistance should be sought when dealing with:

an older pupil,

a physically large pupil,

more than one pupil, or

when the teacher believes that s/he may be at risk of injury.

In those circumstances where the member of staff has decided that it is not appropriate to restrain the pupil without help they should:

remove other pupils who might be at risk,

summon assistance from colleagues,

where necessary, telephone the police,

inform the pupil(s) that help will be arriving,

until assistance arrives, the member of staff should continue to attempt to defuse the situation orally, and try to prevent the incident from escalating.