



GOODYERS END PRIMARY SCHOOL

RESTRAINT POLICY

This document is to enable the Governing Body of the school to fulfil its statutory responsibilities under Section 175 and that the school complies with legal requirements regarding the safeguarding of children of the Education Act 2002.

Adopted by the Governing Body:

Signed:

Chair of Governors

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Headteacher

Date: Spring 2013

Date of next review: Spring 2016

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.

Based on LA model policy
October 2009

Adopted by Governing Body	Spring 2013
Review date	Spring 2016

SCHOOL POLICY ON THE USE OF FORCE BY STAFF TO CONTROL OR RESTRAIN PUPILS

All teaching and classroom support staff have received training in Team Teach positive handling strategies in February 2009 which will be updated every three3 years. 'Positive Handling' is a term used to describe a broad spectrum of risk reduction strategies. It is a holistic approach involving policy, guidance management of the environment and deployment of staff. It involves personal behaviour, diversion, diffusion and de-escalation. Restraint is only a small part of the framework. This policy is to be read in conjunction with the Team Teach workbook.

WHAT THE LAW SAYS

Section 93 of the Education and Inspectors Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following:

- committing any offence
- causing personal injury to, or damage to the property of, any person
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, wither during a teaching session or otherwise.

1. OBJECTIVES

- To maintain the safety of all pupils and staff.
- To prevent serious breaches of school discipline.
- To prevent serious damage to property.

2. AIMS

2.1 At Goodyers End Primary School physical restraint will only be used in extreme circumstances when all other strategies for moderating a pupil's behaviour have been tried and failed.

2.2 Although most young people in Goodyers End 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. It is therefore necessary to carry out risk assessment.

We will attempt to reduce risk by managing:

- the environment
- body language
- the way we talk
- the way we act.

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3. MINIMISING THE USE OF FORCE

3.1 At Goodyers End Primary School we believe that the use of **reasonable force** is only necessary to prevent a pupil from:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in the classroom during a teaching session or elsewhere on the school grounds.

3.2 The use of physical restraint will always be the last resort. All other behavioural management strategies will be used before physical intervention. Techniques for calming pupils or re-directing their outbursts should always be used prior to the use of any physical contact.

3.3 Strategies may include the following:

- Creating a calm environment that minimises the risk of incidents that might require using force arising. This will include consistent approach to Assertive Discipline and the school Behaviour Policy.
- Using Social and Emotional Aspects of Learning (SEAL) approaches to teach pupils how to manage conflict and strong feelings.
- De-escalating incidents as they arise, using appropriate techniques.
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force.
- Risk assessments and positive handling plans in place for individual identified pupils.

THE FIRST PRIORITY IS THE HEALTH AND SAFETY OF PUPILS AND STAFF.

3.4 Examples of situations which may require physical restraint are when a pupil is:

- attacking a member of staff or another pupil
- fighting with another pupil
- engaging in or is on the verge of committing deliberate damage or vandalism to property
- causing, or at risk of causing, injury or damage by accident, rough play or by misuse of dangerous materials or objects
- running in school in a way in which he/she might cause injury to themselves or others
- absconding from a class or trying to leave the school
- behaving in a way that is seriously disrupting a lesson.

3.5 In cases when the school is aware that a pupil is likely to behave in a way that may require physical restraint plans, eg pupils who are on the SEN register as having Behavioural, Emotional and Social Difficulties (BESD), provision will be made which address:

- possible strategies for de-escalating the problem
- ways of managing the pupil, eg strategies, holds to be used
- informing parents about specific action to be adopted
- briefing staff to ensure they are clear about strategies
- ensuring additional support can be summoned if appropriate.

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4. DECIDING WHETHER TO USE FORCE

4.1 Physical intervention will only be used in order for the school to carry out its duty of care towards the pupil concerned, other users of the building and property.

4.2 Staff faced with a situation where physical intervention may be required immediately should adhere to the following sequence wherever possible.

- 1 Prior to intervention the adult should summon assistance from colleagues, eg when dealing with more than one pupil, or if they believe that they may be at risk of injury. Help is best summoned via another adult, but another child will suffice if no other adult is available.
- 2 If a member of staff does not feel confident to intervene they should continue to attempt to defuse the situation orally and to prevent the situation from escalating until help arrives.
- 3 Intervene non-physically as quickly as possible, using a calm voice and displaying a calm and authoritative demeanour.
- 4 Staff should remove other pupils who may be at risk.
- 5 The adult should, where practicable, inform the pupil to stop, and what will happen if they do not.
- 6 Attempts should be made to communicate with the pupil throughout the incident.
- 7 Use physical contact to restrain the pupil, whilst explaining in a calm and measured way why the action is being taken, and where the pupil is going.
- 8 Continue to talk calmly and *non-judgementally* to the pupil while they regain their composure and become able to follow normal verbal instructions.
9. It should be made clear that physical restraint will stop as soon as it ceases to be necessary.

4.3 Physical intervention may take several forms:

- physically interposing between pupils
- standing in the way of a pupil
- holding, pushing, pulling
- leading a pupil away by the hand or gentle pressure on the back
- in extreme cases, more restrictive holds may be used.

4.4 No restraint may be used which may be considered to be indecent or which may be expected to cause injury to the child.

4.5 Force which could cause injury includes:

- holding around 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.

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4.6 Staff must avoid touching or holding pupils in ways that could be construed to be abusive (refer to the school Child Protection Policy).

4.7 These arrangements apply at all times since the school's responsibility for pupils extends to times when pupils are at after-school clubs or are off-site on educational trips. The policy does not apply to situations after children have been dismissed.

4.8 Everyone has the right to defend themselves against an attack provided they do not use a disproportionate amount of force to do so. In an emergency, eg if a pupil was at immediate risk of injury on someone else, any member of staff is able to intervene.

4.9 If physical intervention appears to be likely, staff should adhere to the following guidelines:

- remove other pupils from the area immediately
- whenever possible ensure that two members of staff carry out any physical intervention
- if the situation can be contained in the short term send for a senior member of staff
- proceed as previously listed.

5 WHO MAY RESTRAIN PUPILS?

5.1 Physical restraint may be carried out by teaching staff and other designated members of staff.

5.2 All teachers and staff the head has authorised to have control or charge of pupils automatically have the statutory power to use force. This will include all teachers and teaching assistants.

6 WHAT TO DO AFTER AN INCIDENT OF RESTRAINT

6.1 All incidents when restraint is used should be recorded as soon as possible (within 24 hours) and the Headteacher notified. Reports should be recorded using the Restraint Incident Form (see Appendix 1) and should include:

- name of pupil(s) involved
- location of incident
- the reason force was necessary
- description of the incident
- steps taken to diffuse the situation
- degree of force used and for how long
- pupil response and outcome of the incident
- details of any injury suffered by anyone and damage to property
- statements from any witnesses should also be included.

6.2 Any staff injuries sustained will be recorded separately, in accordance with Health and Safety procedures.

6.3 Pupils who have been restrained will be entitled to record their views when they have calmed down, and will be given assistance to do so if necessary (in accordance with the Children's Act 1989).

6.4 Parents will always be informed of any incident with their child involving the use of physical restraint and will be given an opportunity to discuss the incident.

6.5 How and when parents are informed is the decision of the Headteacher.

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6.6 Pupils or staff who are involved in a difficult incident will have access to support as required:

- debriefing
- counselling by Senior Management
- counselling by LABSS personnel.

6.7 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.

7 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, and 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.

8 MONITORING

The Policy will be monitored by the Safeguarding Governor on a termly basis through scrutiny of data.

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