



Physical Restraint Policy

36 Causton Street
London SW1P 4AU



Our vision is:

To encourage and support thoughtful, happy and responsible children with a lifelong passion for learning, within a Christian community.

Our Christian Values are:

**Forgiveness Thankfulness Friendship Compassion
Trust Truthfulness**

Date Approved: 21.11.17

Review Date: Autumn 2019



Physical Restraint Policy

DATE APPROVED BY LDBS ACADEMIES TRUST	21 st November 2017		
REVIEW DATE Biennial	Autumn 2019		
SIGNED (EXECUTIVE) HEAD TEACHER		DATE	
SIGNED CHAIR OF LOCAL ACADEMY COMMITTEE		DATE	

Legal Framework

Physical Restraint should be limited to emergency situations and used only in the last resort. Under the Children (NI) Order 1995, it is only permissible as described under the heading "Physical Control". Force and restraint are only used in strict adherence with legislative framework to protect pupils and those around them.

Article 4 of the Education (N.I.) Order 1998 clarifies powers that already exist in common law.

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

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

Examples of possible situations are given in the DENI document Pastoral Care in Schools: CHILD PROTECTION (p.82, sections 11 and 12). See Appendix 1.

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.

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.

General aims

For staff to 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 pastoral care policy and closely related to our policies on managing pupil behaviour in the "Discipline Policy" and "Child Protection Programme."

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 how to deal effectively with violent or potentially violent situations.
- To give full support to staff who have been assaulted or have suffered verbal abuse from pupils or others.

Risk Assessment

Although most young people 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.

Each academy will attempt to reduce risk by managing:

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

Environmental Risk Assessment

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

Individual Risk Assessment

If you become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, you must 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 academy might need to take
- ✓ Briefing staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- ✓ Ensuring that additional support can be summoned if appropriate.
- ✓ More detailed examples of risk assessment and preventative steps can be found in Appendix 2.

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.

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.*

Recording

Staff should record (Appendix 3) all incidents of restraint in accordance with School Policy and report these to the Head Teacher. 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.

Staff Training

There may be particular training needs for staff who work closely with pupils with special educational needs or disabilities. However, training in the positive handling of pupils should be offered to all staff and, as a minimum, should be provided to those working closely with pupils where the use of physical restraint is a real possibility. Staff should be made aware of this policy and procedures during their Induction.

Complaints

We all have a duty of care to the young people in our academies 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.

Statement for Parents

In keeping with our home / academy 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 web.

The statement will highlight:

- An emphasis on care and protection for everyone within our school community
- A belief that restraint will be needed on very rare occasions
- That we will endeavour to handle situations with care and responsibility
- An intent to apply follow-up and repair strategies.

The statement will outline:

- When staff are authorised to use reasonable physical intervention
- What steps will be taken after an incident has been dealt with
- The responsibilities of staff, pupils and parents / carers in resolving situations.

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 the academy (NB: this will only apply if a pupil could be at risk if not kept in the classroom or at the academy).

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.

Appendix 2: Physical Restraint Safeguarding Checklist

Are there guidelines for staff?		
Do all staff, including meals supervisors, know these guidelines and are they followed? E.g., Child approaching member of staff for comfort		
Do staff members know not to be alone, not to prolong contact but also not to disengage if comfort is needed? (across the whole school)		
Are members of staff ever in a room alone with a pupil? If so, what are guidelines? E.g., door open, clear view inside, windows not to be covered with posters, etc. (whole school)		
Have staff received <i>Safer Working Practice for Adults who work with Children and Young People in Education Settings</i> (Mar 2009) and if not what guidance have they received?		

Appendix 4

RECORD OF RESTRAINT	
Date of incident:	
Time of incident:	
Pupil Name:	
Pupil D.o.B:	
Member(s) of staff involved:	
Adult witnesses to restraint:	
Pupil witnesses to restraint:	
Outline of event leading to restraint:	
Outline of incident of restraint (including restraint method used):	
Outcome of restraint:	
Description of any injury(ies) sustained by injured pupil and any subsequent treatment:	

Parent / Carer Information	
Date parent/carer informed of incident:	
Time:	
By whom informed:	
Outline of parent/carer response:	

Further Information
Brief description of any subsequent inquiry/complaint or action:

Staff Details	
Signature of staff completing report:	
Date:	
Signature of Teacher-in-charge:	
Date:	
Signature of Head STS:	
Date:	