



# **PHYSICAL RESTRAINT/REMOVAL POLICY**

## **St Peter's Community Primary School**

### **Policy for Physical Restraint / Removal**

This policy is provided to give guidance to staff at St Peter's Community Primary School on the use of physical interventions, particularly the use of restraint and / or removal. The policy is based on the principles in the 1999 DfEE Document Social Inclusion: Pupil Support and the 2002 joint guidelines issued by the DfES and the DOH for staff working with children and adults with learning disabilities.

This policy should be read in conjunction with the school behaviour policy and the school complaints policy.

#### **Introduction**

At St Peter's physical restraint will be seen as a last resort to managing extreme behaviour. All staff are empowered to use physical restraint in extreme situations, although support staff will be supported and monitored by teachers. Whenever possible two members of staff will be present when physical restraint is being used, and one of those members of staff will ideally be the Head Teacher or Deputy Head Teacher. No voluntary helper may use any form of physical restraint or removal.

#### **Definition of Physical Intervention**

Physical intervention takes two forms, either restrictive or non-restrictive. The use of gentle physical prompting or guidance, where a child is happy to comply, or manual guidance to help a pupil working is a non-restrictive physical intervention. Restrictive physical interventions involve the use of force, and are associated with increased risks regarding the safety of a young person and staff. This guidance is specifically concerned with the use of restrictive physical interventions referred to as restraint or removal.

#### **School expectations**

The use of restrictive physical interventions should always be considered within the wider context of other measures such as:

- Use of assertiveness skills such as broken record in which an instruction is repeated until the child complies;
- Use of distracter to interrupt the behaviour eg whistle, shout to stop fight;
- Withdrawal of attention;
- Avoidance of confrontation;
- Distraction to another activity;
- Use of humour.

#### **How to apply removal**

Staff are only authorised to use reasonable force in applying restraint/removal, although there is no absolute definition of this, as to what constitutes reasonable force depends upon the particular situation.

There are forms of physical intervention which may involve minimal physical contact eg blocking path physically.

In all circumstances, physical removal should be considered the last resort. If it is necessary, the following points should be followed:

## DO

- Tell a child what you are going to do and why;
- Use minimum force necessary;
- Involve another member of staff;
- Provide another opportunity for child to do what is requested to avoid removal;
- Use simple, repetitive, clear language and instruction;
- Hold limbs above major joint if possible eg hold arm above elbow;
- Relax removal in response to child compliance.

## DON'T

- Act in temper (involve another member of staff if you have lost control of your own emotions);
- Involve yourself in a prolonged discussion or argument with child;
- Touch or hold sexual areas;
- Twist or force limbs back;
- Bend fingers or grab hair;
- Hold child in way which restricts blood flow or breathing;
- Slap, kick or punch;
- Trip up child to restrict travel.

Physical removal should never be considered a form of punishment but applied as an act of care and control with intention of re-establishing verbal control as soon as possible and at the same time allowing child to gain self control.

Restrictive physical interventions may be used in extreme cases where a child's safety, the safety of others or property is in danger. When possible the best solution is to remove the child, if necessary by carrying, to a safe area where restraint can be removed and the safety of the child and staff can be safeguarded. The foyer, blue sofa corner or an empty class may be used. There should be two members of staff within the safe space.

St Peter's considers gently holding a child's hands or lower arms as acceptable. Similarly holding ankles to stop kicking may be acceptable. Carrying a child to a safe area is also acceptable.

Staff in schools should be made aware of practice which is considered illegal. The following practices are prohibited under the Children's Act 1989 or the Human Rights Act 1998:

- The use of physical force, or to threaten to use force (for example by raising a fist or using a verbal threat), unless the circumstances give a 'lawful excuse' or justification to use force (unlikely in an Infant School);
- The locking of a child in a room without a court order, except in an emergency when for example the use of a locked room as temporary measure whilst seeking assistance could be legally justified.

This policy is available to all parents via the school website and a paper copy will be given upon request. It may be advisable to give a copy of this policy to any parents/carers whose child has been physically restrained.

The Head Teacher or SLT member in the Heads absence should be informed immediately if any child is being physically restrained. Wherever possible, the Senior Leader will support in the situation.

All staff will be made aware of any child with particular conditions or disabilities where particular physical interventions could cause unexpected injury.

All incidents of physical restraint will be recorded by the Head Teacher or SLT on CPOMS. Staff will receive MAYBO training on knowledge, skills and values.

### **Extreme Behaviour:**

Guidance on the use of restrictive physical interventions for pupils with severe behavioural difficulties (DfES. Sept 2003)

This document describes how risk assessment can be used with the small number of pupils who behave in ways that make the use of restrictive physical intervention a part of their behaviour management plan.

For such pupils a formal risk assessment should be carried out. Any risk management strategy resulting from an assessment must be compatible with a positive behaviour management approach. Planned use of physical intervention must be in line with a pupil's Statement of SEN or their Provision Map. It must be documented on school records.

### **Reporting and Recording use of Restrictive Physical Interventions**

All incidents which involve the use of a physical intervention must be clearly, comprehensively and promptly recorded by the senior member of staff involved. The Head Teacher is the designated member of staff with responsibility for maintaining these records.

The following information should be recorded as soon as possible after the use of a physical intervention in response to an incident:

- The date, time and location of the incident;
- The names of the staff and child/children involved;
- Those informed - eg senior staff, parents, social work, education officer, police;
- A description of the events leading up to the incident;
- The type of intervention used and the duration;
- A description of how the incident was resolved;
- Any injuries to staff or child/children;
- Damage to property or possessions;
- In the case of serious injury and/or damage to property, the names of all witnesses and notes of any interviews with witnesses;
- Additional action taken or recommended;
- In the case of serious injury, action taken - eg first aid/hospital treatment;
- Date of record;
- Name of person completing the record and signature.

### **Reporting of Incidents**

The Head Teacher or a senior member of staff should contact parents/carers as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

### **Post -Incident Support**

The Head Teacher or Deputy will provide support for staff and children after the incident. Injuries may be checked and first aid administered by the school first aiders. If necessary the school accident forms will be completed.

The Head Teacher will report injuries to the HSE if it is needed.

#### **Monitoring use of Restrictive Physical Intervention**

The monitoring of this policy and any physical restraint incidents will be completed by the Head and the Governing Body. This policy will be reviewed every 2 years. Any significant incidents of physical restraint, especially if they result in injury to any child, staff member or property, will be reported to the Governing Body.

#### **Responding to Complaints**

Any concerns or complaints will be dealt with through the systems detailed in the Complaints Policy.

#### **Staff Training**

Training in physical intervention methods that are acceptable within the school is available and teachers and support staff should be encouraged to take up such opportunities. This training is intended to help staff to link meeting children's needs with positive behaviour management. Staff involved in implementing planned use of physical intervention, as part of a behaviour management strategy within the school, should be provided with training in the range of intervention techniques they are expected to use in their day-to-day work. On successful completion of training, staff should be expected to practice their skills and periodically attend updates.

## **Section 550A of the Education Act 1996 – Power of Members of Staff to Restrain Pupils**

(1) A member of the staff of a 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, namely –

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

(2) Subsection (1) applies where a member of staff of a school is :

- (a) On the premises of the school, or
  - (b) Elsewhere at a time when, as a member of its staff, he has lawful control or charge of the pupil concerned;
- But it 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.

3 Subsection (1) shall not be taken to prevent any person from relying on any defense available to him otherwise than by virtue of this section.

4 In this section -

"member of staff", in relation to a school, means any teacher who works at the school and any other person who, with the authority of the head teacher, has lawful control or charge of pupils at the school;

"offence" includes anything that would be an offence but for the operation of any presumption that a person under a particular age is incapable of committing an offence.

**Proforma for assessing and managing foreseeable risks for children  
who present challenging behaviours'**

Name of Child:

Name of Class:

Name of Teacher:

Name of TA:

Identification of Risk	
Describe the foreseeable risk	
Is the risk potential or actual?	
List who is affected by the risk	
Assessment of Risk	
In which situations does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

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**Reporting Incident of Physical Removal**

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Date	Recorded by	Location	Time
Children involved		Adults involved	
Incident prior to removal			
Reason for removal			
Debrief for adults involved			
Debrief for children involved			
Other agencies incident reported to:			
Any injuries sustained as a result of the Physical Restraint:			
Follow up Actions:			