



Eastburn
Junior and Infant School

Physical Restraint Policy

May 2017

Eastburn Junior and Infant School fully recognises its responsibilities for child protection and safeguarding. We recognise that all adults working with, or on behalf of children have a responsibility to protect them. Our school procedures for safeguarding children will be in line with 'Keeping Children Safe in Education' (September 2018); 'Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings' (October 2015) and 'Working Together to Safeguard Children (2015).

Aims

Staff at Eastburn Junior and Infant 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 restraint should therefore be read in conjunction with our Behaviour Policy and our Child Protection and Safeguarding Policy.

Specific aims of this policy

- To protect every person in the school community from harm;
- 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.
- To protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.

The Legal Framework

Section 93 of the Education and Inspections Act (2006) allows 'teachers and other persons who are authorised the Headteacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Causing injury to his/herself or to other;
- Committing an offence;
- Damaging property;
- Prejudicing the maintenance of good order and discipline at the school or among its pupils.

This policy has been written with DfE 'Use of Reasonable Force' advice for Headteachers, staff and governing bodies July 2013.

Definition of restraint at Eastburn Junior and Infant School

The DfE guidance (2013) on the 'Use Of Reasonable Force' (2013) defines and explains these terms in the following way:

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually either used 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 pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not be possible to avoid injuring the pupil.

All members of staff who can use reasonable force have a legal power to use it. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

The DfE guidance (2013) on 'Use Of Reasonable Force' states that schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to do so;
- Prevent a pupil behaving in a way that disrupts a school event, trip or a visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the learning and behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight;
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

In addition to the general power to use the reasonable force described above, Headteachers and authorised staff can use such force, as is reasonable given the circumstances, to conduct a search for the following prohibited items: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

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. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the school's policy on Behaviour, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in *loco parentis* and should, therefore, take reasonable action to ensure pupils' safety and well being.

Failure to physically restrain a pupil who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Alternative strategies

There are some situations in which the need for physical restraint is immediate and where there are no equally effective alternatives (e.g. if a pupil is about to run across a road). However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

- The *broken record* in which an instruction is repeated until the pupil complies;
- Use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective;
- Withdrawal of attention (audience) e.g. if an action such as damage to property is threatened;
- Other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high);
- The employment of other sanctions consistent with the school's policy on behaviour and discipline.

Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment.

Staff at Eastburn Junior and Infant School are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary. In all circumstances other methods should be used if appropriate or effective physical restraint should be a last resort.

When physical restraint becomes necessary:

DO

- Tell the pupil what you are doing and why;
- Use the minimum force necessary;
- Involve another member of staff if possible;
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition);
- Use simple and clear language;
- Hold limbs above a major joint if possible e.g. above the elbow;
- Relax your restraint in response to the pupil's compliance.

DON'T

- Act in temper (involve another staff member if you fear loss of control);
- Involve yourself in a prolonged verbal exchange with the pupil;
- Attempt to reason with the pupil;
- Involve other pupils in the restraint;
- Touch or hold the pupil in sexual areas;
- Twist or force limbs back against a joint;
- Bend fingers or pull hair;
- Hold the pupil in a way which will restrict blood flow or breathing;
- Slap, punch, kick or trip up the pupil.

Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. A member of the leadership team should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural IEP, which may include an anger management programme, or other strategies agreed by the SENCO. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on the Restraint Recording Form (Appendix 1) and will be logged in the relevant section of our CPOMs system. All sections of this report should be completed so that in the event of any future complaint a full record is available. A member of the Senior Leadership Team will contact parents 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.

Risk Assessments

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

- management of pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary);
- involvement of parents to ensure they are clear about the actions the school might need to take;
- briefing of staff to ensure they know exactly what action they should be taking;

- identification of additional support that can be summoned if appropriate.

Complaints

This clear Physical Restraint Policy, adhered to by all staff and shared with parents, should help to avoid complaints from parent and carers. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff would be dealt with under our Complaints Policy (January 2017). If necessary, the Headteacher will contact the LADO and line with child protection procedures.

This policy should be read in conjunction with the following policies:

- Behaviour Policy;
- Child Protection and Safeguarding Policy;
- Keeping Children Safe in Education.

Child's Name:		Date
Time:	Location of Incident:	Report Compiled By:
Antecedents (<i>events leading up to the incident</i>):		
Behaviour (<i>how did the pupil respond, describe what actually happened</i>):		
Consequences (<i>how did staff intervene, how did the pupil respond, how was the situation resolved</i>):		
Name of those involved (<i>staff and pupils</i>):		
Name of witnesses (<i>staff and pupils</i>):		
WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS? (<i>tick below</i>)		
<i>Verbal advice and support</i> [] <i>Reassurance</i> [] <i>Calm talking/stance</i> [] <i>Time out offered</i> []	<i>Choices/limits/consequences</i> [] <i>Distraction</i> [] <i>Take up time</i> [] <i>Negotiation</i> []	<i>Humour</i> [] <i>Contingent touch</i> [] <i>Transfer adult</i> [] <i>Success reminder</i> []

WHY WAS THE DECISION MADE TO USE RESTRAINT?

- To prevent child from causing injury to him/herself []*
- To prevent child from causing injury to others []*
- To prevent child from causing damage to property []*
- To prevent child from causing serious disruption []*
- To prevent child from running away []*
- Other (please specify) []*

DESCRIPTION OF PHYSICAL RESTRAINT HOLDS USED:

CHILD'S VIEWS

- Report read and discussed with child Yes [] No []*
- Child agrees with the content []*
- If no, what was the child's view?*

Did the child suffer any injuries as a result of this incident?

Injury location and description:

Did staff or others suffer any injuries as a result of this incident?

Injury location and description: