

*'...those who hope in the LORD will renew their strength.
They will soar on wings like eagles; they will run and not grow weary,
they will walk and not be faint.'* Isaiah 40:31

connect | nurture | aspire | learn | excel | hope



Reculver Church of England Primary School



Physical Restraint Policy

Date adopted by Local Governing Body: September 2017

Date of next Review: September 2019

At Reculver C.E Primary School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. On rare occasions circumstances may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:-

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Headteacher as soon as possible, using the school's physical intervention reporting log form (serious incident record) attached and the school ABC behaviour record form.
- Parents will be informed of each incident

1. The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher 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 others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline'

2. Our approach

At Reculver CE Primary School we aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour and Rewards Policy.

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 and discipline, 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 have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure **all** pupils' safety and wellbeing.

Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

3. Use of physical restraint

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

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. Teachers should apply strategies to de-escalate where possible, calling for a member of the Senior Leadership Team if necessary who can then employ the Team Teach restraint strategies, using the appropriate holds as practised in the training. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, 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
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- 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 e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment

4. 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. **The head teacher 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 plan, with the intervention of the Wellbeing Manager and the INCLUSION MANAGER. This may also require additional support from other external services.

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 Serious Incident Form (attached) and an ABC form and incident form should also be completed. All sections of all forms should be completed so that any patterns of behaviour can be identified and addressed.

In the event of any future complaint or allegation this record will provide essential and accurate information.

A copy should be filed in the child's appropriate file and in a central school file (in the HT office) in order to inform individual and school risk assessments.

A member of the 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.

5. Risk Assessments

If we become aware that a pupil is likely to continue 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:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- The school's duty of care to all pupils and staff

5. Appropriate use of the Safe Space

The purpose of the Safe space is to provide a safe, low stimulation, calming atmosphere. It allows pupils to express feelings, which may be inappropriate in a classroom situation, in an environment that reduces the risk of injury from hard surfaces. It is intended to be used to support pupils to regulate their own behaviour by providing an appropriate environment in which they can become calm without the need for restrictive intervention.

Appropriate reasons for using the Safe space:

- **Positive reinforcement** – as a reward for appropriate behaviour, for example, credits can be built up when the pupil is behaving appropriately and they are then rewarded with a period of time in the Safe space.
- **Focus support** – to provide a low stimulation environment to support a pupil who is vulnerable to distraction so that learning can take place.
- **Reactively** – to allow a pupil to take themselves to the Safe space when they feel agitated or anxious.
- **Safety / Time out** – to reduce the risk of injury to the pupil or adults, as an alternative to restrictive physical interventions. This provides the opportunity for the pupil to move from a situation, be observed and return to the previous activity when it is appropriate to resume.

The Safe space must not be used:

- As a Punishment
- As an unplanned restrictive practice e.g. that is not included on the pupil's Risk Assessment
- Without constant adult supervision
- Without positioning the zip (if it is appropriate to shut the door for safety reasons) so that the pupil can open the zip to exit the Safe space
- For storage of equipment

When using the Safe space:

- No shoes must be worn in the Safe space
- The door should be either fully open (use Velcro provided), or fully closed with zips meeting at a height so that the pupil can exit from the Safespace if they wish
- No device should be used to keep the door zip shut
- The pupil should be aware that an adult is present at all times
- The Safespace Record of Use Sheet should be completed on each occasion for monitoring and review purposes.
- Record of Use Sheets must be retained in the pupil's SEN file once they have been reviewed on a weekly basis by the Inclusion Manager.
- Should Team Teach techniques need to be used to bring a pupil to the Safe space, at no time should the pupil be off their feet.

6. Complaints and Allegations

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures.

We will review this policy on a yearly basis.

References:

The Use Reasonable Force in Schools 2013 DSCF

Safeguarding Children and Safer Recruitment in Education 2010

School Behaviour Policy

School Safeguarding Policy

School Health and Safety Policy

School SEN policy

Serious Incident Record (attached)

Signed..... Date.....
(Chair of Governors)

Signed..... Date:.....
(Head Teacher)

SERIOUS INCIDENT RECORD – Need for Team Teach							Log No:
intervention							
Physical Intervention strategies attempted:							
Friendly arm		Cradle Hug		Standing Wrap		Sitting Wrap	
Stand Double Elbow		Sit Double Elbow 1		Stand Single Elbow 2		Sit Single Elbow 2	
Figure of Four 2		Half Shield		Breakaway		To ground	
Other:							
Follow up: What support was offered i.e. checking, reporting, planning, consequences etc?							
Any injuries							
To child		Other children		Staff		Others	
Nature of injuries (be precise)							
To child:							
To victim:							
To staff/others:							
Medical check:							
Offered		Accepted		First Aid check		Hospital check	
Breathing		Circulation		Complexion		Bruises/cuts	
Other:							
Other Agencies informed							
Teacher		Head		First Aid staff		Parent/Guardian	
Wellbeing Manager		Behaviour Support		Social Worker		Police	
Other:							
Supporting records completed (Major incident log must be completed)							
Major Incident log		Accident Report		Medical Report		Playground book	
Teacher diary		AM file		Report Form		Police Statement	
Other:							
Signed:							
Staff involved:				Date:			
Witness:				Date:			
Head:				Date:			