

Diocese of Sheffield Academies Trust

# Pye Bank CE Primary School

# Restraint Policy



THE  
DIOCESE OF  
SHEFFIELD  
ACADEMIES  
TRUST



<b>Approved by:</b>	Policy Review Committee	<b>Date:</b> 8/11/21
<b>Last reviewed on:</b>	New Policy 30.10.21	
<b>Next review due by:</b>	November 2023	

# PYE BANK CE PRIMARY SCHOOL RESTRAINT POLICY

## Contents

1. General Aims.....	2
2. Legal Framework.....	2
2.1 What is Physical Restraint? .....	3
2.2 What does it mean to restrain a child?.....	3
2.3 Why use restraint?.....	3
3 Risk Assessment .....	4
3.1 Environmental Risk Assessment .....	4
3.2 Individual Risk Assessment .....	4
4 Procedures.....	4
4.1 Action Steps:.....	4
4.2 Recording .....	5
5 Complaints.....	5
6 Statement for Parents .....	6

## 1. General Aims

***Pye Bank School recognises that the use of restraint should be a last resort and a decision to use restraint is never made lightly. It can be distressing and upsetting for children and adults. It is vital that staff do all they can to avoid the need for restraint, when restraint is used within school that all involved, adults and children are protected from any harm or distress. In order to do this the approach and the policy the school has is robust and applied rigorously. We take our responsibilities in this area very seriously.***

The staff in Pye Bank CE Primary 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 the use of reasonable force is part of our overall Behaviour Policy and closely related to work in Safeguarding Children.

- 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 they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations

## 2. Legal Framework

This document is written in line with the DFE Use of reasonable force document 2013

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### Key points from the document are:

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

Section 550A of the Education Act 1996 allows teachers, and other members of staff at a school who are 'authorised' by the Headteacher, to use such force as is reasonable in circumstances where the pupil may need to be prevented from engaging in behaviour that is likely to cause injury to themselves, others or damage to property. The guidance extends this to maintaining good order and discipline, for both on-site and off-site activities. There is no legal definition of reasonable force. The Criminal Law Act (1967) allows any person to use such force as is reasonable in circumstances to prevent an offence (eg. Physical assault) being committed. Reasonable minimal force must be a matter of personal judgement.

### 2.1 What is Physical Restraint?

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". 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 school, authorised by the Headteacher, 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. Physical restraint is the positive use of force in order to protect a young person from harming themselves, others, or damaging property.

Physical restraint is normally only necessary to prevent a young person causing harm to themselves or to others, damaging property, or committing some criminal act, which risks harm to people or property, when verbal commands will not control the behaviour.

On rare occasions there is no alternative to restraining young people physically in their own and others interests and safety. In such instances no more than minimum necessary force should be used, taking in to account all of the circumstances.

Such an intervention should only be made when it is likely to be effective. In ideal circumstances, more than one adult should be present. The purpose of intervention is to restore safety therefore restraint should not be continued for longer than is necessary. Physical contact and restraint should never be used in anger. Staff are not expected to restrain a young person if by doing so they will put themselves at risk. Brief periods of withdrawal away from the point of conflict to a calmer environment may be more effective for an agitated young person than holding or restraining.

A number of staff are trained within Team Teach and Physical Restraint is only carried out by trained staff.

### 2.2 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.

### 2.3 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 skillfully 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.

### 3 Risk Assessment

Although most young people at Pye Bank CE 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. We will attempt to reduce risk by managing:

#### 3.1 Environmental Risk Assessment

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

#### 3.2 Individual Risk Assessment

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we plan in advance how to respond if the situation arises. A Positive Handling Plan is put in place and addresses the following: How we will work and support the pupil on a daily basis to build positive behaviours and relationships, preventative and reactive strategies to de-escalate a conflict, when to call for help/support and holds to be used if necessary); Involving the parents throughout to ensure that they are clear about the specific action the school might need to take and to support partnership working; Briefing staff to ensure they know exactly what action they should be taking.

The positive handling plans are robust and are reviewed regularly, particularly after an incident of restraint.

A child in this situation will also have a programme of pastoral support to ensure more positive longer term outcomes. This can often include working with other agencies and working with the family.

### 4 Procedures

A range of preventative measures and de-escalation strategies are used to avoid restraint becoming necessary. (See Appendix 2) All staff ensure clarity within the behaviour policy for children giving clear, supportive and non-confrontational instructions or reminders of expectations. De-escalation are part of ongoing behaviour management training and pastoral and behaviour support is always available through senior staff and the pastoral team.

Measures and strategies are covered in Team Teach training and included in individual Positive Handling Plans. De-escalation and preventative strategies involve time out, sensory breaks, a change of adult, 1 to 1 support added into learning, early identification of triggers, distraction, non-verbal cues, visuals, use of safe spaces and calm positive reinforcement and encouragement.

If necessary, to avoid the need for restraint, others will be removed from a situation, this may included the other children leaving class.

In the event of physical restraint having to be used it is important to consider the strategies, which are deemed acceptable, and the recording procedures that should be in place.

#### 4.1 Action Steps:

It is important for all staff to identify a children beginning to show crisis or threatening behaviours and to call for senior trained staff at the earliest opportunity. Senior staff are best placed to make a decision to use restraint. There will be occasions when staff need to act quickly, in loco-parentis to keep children safe. Any adult in the vicinity will observe and offer support or reassurance. A member of trained staff will take

If restraint is used school and staff will:

- Tell the pupil who is misbehaving to stop and state possible consequences of failure to do so;
- Summon another adult at the earliest opportunity;
- Continue to communicate with the pupil throughout the incident;
- Monitor the child throughout for level of distress and any signs of harm or impact on breathing.
- Make it clear that restraint will be removed as soon as it ceases to be necessary;
- Ensure the restraint is only maintained for as short a period as possible. This means staff will stop restraint as soon as the child or others are safe and/or calm
- Appropriate follow-up action should be taken, which may include:
  - Provide medical support
  - Provide respite for those involved
- Always take a calm measured approach to a situation and staff should never give the impression that they are acting out of anger or frustration when handling a problem. Reassurance is given throughout the incident and staff show compassion. Restraint is an act of care in protecting a child/other children from harm.

#### 4.2 Recording

Every incident of restraint is recorded using Appendix 3. The most senior member of staff involved in the incident (Executive Headteacher, Head of School, Strategic Lead for Safeguarding or the Deputy Head of School) will complete appendix 3 in accordance with School Policy. If this is not the Executive Headteacher they are informed. The report of the incident is uploaded to CPOMs.

Each incident is also recorded in the Bound Book by the Executive Headteacher, Head of School or Safeguarding Lead.

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 will always be contacted as soon as possible and the incident explained to them. This action should also be recorded.

## 5 Complaints

Complaints are always taken seriously by the school.

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 which is adhered to by all 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.

Any allegation against a member of staff will be dealt with in line with the Safeguarding Policy and Keeping Children Safe in Education.

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 bi annual 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.

## 6 Statement for Parents

We will inform all parents/carers of our policy on Physical Restraint. The statement will be included on the website.

The statement will highlight:

- Our emphasis on care and protection for everyone within our school community
- Our belief that restraint will be needed on very rare occasions
- Our endeavour to handle situations with care and responsibility
- The responsibilities of staff, pupils and parent/carers in resolving situations.

## **7. Review**

This scheme will be reviewed every two years and the main findings will be reported to the full governing body.

## **Appendix 1**

When might it be appropriate to use reasonable force?

Examples of situations that fall into one of the first two categories are as follows:

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

Examples of situations that fall into the third category are:

- a pupil persistently refuses to obey an order to leave a classroom or 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 pupils displaying challenging behaviour and difficult situations, 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.
- 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 3: Restraint form

### Section A: Factual Details

<b>Date</b>		<b>Time</b>	
<b>Professional/s Completing form/Dealing with Incident</b>		<b>Location of Incident</b>	

### Nature of Incident

<b>Category</b>	√	<b>Category</b>	√
Racist Incident		Swearing/Inappropriate language	
Violence and Aggression to child		Threatening behaviour	
Violence and Aggression to adult		<b>Racist Incident</b> <i>If completing this box please refer to main office for recording</i>	
Bullying/alleged bullying		Damage to property	
Homophobic Incident		Rudeness to adults	
Non-conforming behaviour		Other	

### Names of those involved

<b>Perpetrator</b>	<b>Year Group</b>	<b>Victim</b>	<b>Year Group</b>

### Section B: Details of incident and restraint strategies

<b>Details of Incident</b>



--

**Positive handling strategies used and effectiveness rating (1-Not effective 10- very effective)**

Guided escort		Double elbow	
Friendly hold		Cradle	
Single elbow		Single elbow on chair	
Figure of four		Head hold	

Breathing Monitored		Number of staff involved	
Duration of physical restraint			

**Section C: Medical intervention (please mark all boxes with YES or NO)**

Injury suffered by child		Please Specify:
Treatment required		Please Specify:
Injury suffered by staff		Please Specify:
Treatment required		Please Specify:
Injury suffered by others		Please Specify:
Treatment required		Please Specify:

**Section D: Action and Follow up**

<b>Return to Group</b>		<b>Exclusion</b>	
<b>Referred to police</b>		<b>Reflection time out</b>	
<b>Time in another group</b>		<b>Contacted home Date/time/how?</b>	
<b>Other: Please specify</b>			
<b>Additional information:</b> <i>repair and reflection/staff debriefing/pupil welfare meeting instigated/report/PSP etc</i>			

<b>Pupil's Point of View</b>
<b>Pupil's behaviour target</b>

**Signed:** \_\_\_\_\_ (professional) **Date:** \_\_\_\_\_

**Witness:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Witness:** \_\_\_\_\_ **Date:** \_\_\_\_\_