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Marlborough St Mary's CE VC Primary School



MARLBOROUGH
ST MARY'S
PRIMARY SCHOOL

Restraint Policy

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Restraint Policy

The Use of Force to Control and Restrain Children

This policy is to be read in conjunction with the school's behaviour policy and DfE advice for schools 'Use of Reasonable Force in Schools' (DfE-00295-2013 17 July 2013) and applies when a teacher or authorised person is on the school premises, or has lawful control of a child on an authorised out-of-school activity. The Head teacher decides who is an authorised person, at all times this will include all teaching staff and TA's. Other people may be authorised for particular occasions when their responsibilities will be made clear to them.

St Mary's School acknowledges their legal duty to make reasonable adjustments for disabled children and children with SEN.

Those in charge of children at St. Mary's should seek to control situations and behaviour through good lesson planning, differentiation of tasks to reduce frustration, exercising good management of children and reducing conflict between children.

Strategies for focussing a child in an activity

- Verbal and visual prompts-making sure they understand
- Making eye-contact- ensuring good listening, engaging attention.
- Tone of voice-interesting, ensuring the child is listening to you.
- Minimising visual/noise distractions
- Planned re-enforcement for children easily distracted
- Ensure basic needs are met-drink, toilet, too hot, too cold.

Strategies for re-engaging a child in an activity

- Uses the 'broken record' technique- repeat instruction over and over again, don't be drawn into negotiation.
- Eye-contact-the look
- Tone of voice-matter of fact, firm
- Simplify instructions- only give language needed
- Distraction diversion

Strategies for times when a child has withdrawn from an activity

- Time-out - for a **maximum** of 4 minutes at the end of this time, the child returns, if still unco-operative, time-out starts again for another period of up to 4 minutes. This must be away from the group/class with no stimulation and no attention is given to the child other than ensuring their safety on a **quiet chair/bench** which is used for no other purpose in the classroom.
- Ignoring- child is behaving this way for attention so it is important no attention is given.

- Leading by the hand or arm- gently holding to manoeuvre the child to the correct position. Take great care not to hold joints i.e. wrist or elbow.

What is reasonable force?

- 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 used either 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 student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. 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 always be possible to avoid injuring the pupil.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:
 - To remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
 - To restrain a pupil
 - It is always against the law to use force as a punishment

The application of force

Any force used should always be the minimum needed to achieve the desired result and for the minimum amount of time. Before intervening a staff member should use strategies illustrated previously in this policy. If force is used the staff member should attempt to communicate to the child

throughout the incident, and make it clear that physical restraint or contact will stop as soon as it ceases to be necessary. A calm and measured approach to the situation is needed and staff members should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the child.

Physical intervention may take several forms; any intervention will always be for the well-being of the child and others around. It might involve staff:

- Physically interposing between children
- Blocking a child's path
- Leading a child by the hand or arm
- Shepherding a child away by placing a hand in the centre of the back

The following interventions should always involve **two adults**, where one adult takes the lead and both adults are clear of the intervention to be used:

- Holding-sitting with one adult on each side of the child, linking the child's arm to hold their hand and bringing legs in-front of the child to block them in.
- Pushing and pulling- may happen if a child is being restrained on the floor
- Carrying a child to a safer place- with one adult taking the top half of the child's body and the other adult to carry their legs

Throughout all these interventions staff should remain calm and not talk to the child or the other adult until they have calmed down. Once the child is calmer then the situation can be talked about and sanctions put in place if needed.

Staff should not act in a way that might reasonably be expected to cause injury e.g. holding a child around the neck, slapping, punching or kicking a child, holding or pulling by the hair or ear, holding a child face down on the ground, touching or holding a child in a way that might be considered indecent. St. Mary's school will undertake specialist 'Team Teach' training where available and a register kept of trained personnel alongside a list of authorised people.

Recording Incidents

All significant incidents of restraint must be reported immediately to the Head teacher or SENCO. A written report must be recorded (See Appendix A) and given to the Head teacher as soon as possible following the incident; this should be prompt and detailed.

Informing Parents

The Head teacher or SENCO will inform parents after any significant incidents where restraint has been necessary. After hearing details a decision will be made to make contact immediately or at the end of the school day, and whether to make contact orally or in writing.

Appendix A

RECORD OF PHYSICAL RESTRAINT

Name of Pupil: _____ DOB: _____ Class: _____

Events leading to the incident _____

Where did the incident occur? _____

When did the incident occur? Date: _____ Time: _____

Describe the incident _____

Was anyone else involved? _____

Did anyone else see what happened? (give details) _____

What behaviour was the pupil presenting that warranted restraint? _____

Was there damage to property or an assault on a pupil or staff during the incident? (give details)

What did you do to try to defuse the situation before using restraint? _____

How was the pupil restrained? (describe) _____

Was anyone injured? YES / NO

If yes, give details _____

Was this recorded in the accident book? YES / NO

Was the pupil checked for injuries by a member of staff not involved in the incident? YES / NO

If yes, by whom? _____

Implications for future planning _____

What do you think this behaviour was about? e.g. attention; emotional release; task escape mechanism;
other _____

Follow up Action _____

The incident was reported by: _____

Person informing Parent/Carer _____

Parent/Carer was informed by Telephone/Letter (with pupil)/Letter (post)/Personally _____

When were they informed? Time: _____ Date: _____

Incident form completed by: _____ Post held: _____

Date: _____ Copies to: _____