



Tadpole Farm

CE Primary Academy

Tadpole Farm C of E Primary Academy

Physical restraints Policy 2021/22

This Policy is a 4 level policy

DBAT policy where EITHER scope for academy specific elements OR separate academy policy/procedures required

This policy is to be reviewed:

Annually / every two years / every three years / **other**

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Signed By:	 Chair of Local Board	John Spencer School Principal
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Date amended Page(s) amended	September 2021 - updated policy	
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The Legal Framework

The 2006 Education and Inspections Act permits the use of reasonable force to restrain a pupil in the event of extreme behaviour. Physical Restraint should be limited to emergency situations and used only as a last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers and other members of staff in the school, authorised by the Principal, to use such force as is reasonable in the circumstances to prevent a pupil from:

- Committing an offence
- Causing personal injury to a person or damage to the property of any person.
- 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.

Definition of restraint at Tadpole Farm CEPA

Physical restraint is the positive application of force with the intention of protecting the child from harming themselves or others or seriously damaging property.

Aims

- At Tadpole Farm CEPA physical restraint will only be used in extreme circumstances.
- Any force used should always be the minimum necessary to achieve the desired result and to prevent a pupil from:
 - injuring themselves or others
 - committing a criminal offence
 - causing damage to property

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. When a pupil is about to run across a road). However, in many circumstances there are alternatives e.g. the 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.

When may pupils be restrained?

- Where possible staff should try to de-escalate the situation first. A physical intervention should only be used when other methods to manage the situation are inappropriate.
- In extreme circumstances (e.g. possession of weapons) it will be necessary to inform the Police.
- Examples of situations which may require physical restraint are when a pupil is:
 - attacking a member of staff or another pupil
 - fighting with another pupil
 - engaged in or is on the verge of committing deliberate damage or vandalism to property
 - causing or at risk of causing injury or damage by accident, rough play or by misuse of dangerous materials or objects
 - running in school in a way in which he/she might cause injury to themselves or others
 - absconds from a class or tries to leave the school
 - behaving in a way that is seriously disrupting a lesson
- In cases when the school is aware that a pupil is likely to behave in a way that may require physical restraint, plans will be made which address:
 - possible strategies for de-escalating the problem
 - ways of managing the pupil e.g. strategies, holds to be used
 - informing parents about specific action to be adopted
 - briefing staff to ensure they are clear about strategies
 - ensuring additional support can be summoned if appropriate

Who may restrain pupils?

- Physical Restraint may be carried out by all members of the school staff who are Team Teach Trained (this is a recognised description for behaviour de escalation positive handling training)

However should any individual lack the confidence or the desire to take such action an alternative senior member of staff may be summoned.

- These arrangements apply at all times the school has responsibility for pupils and extend to times when pupils are at after-school clubs or are off-site on educational trips.

The policy does not apply to situations after children have been dismissed and left the school premises or have been collected by parents and are in their care.

- Everyone has the right to defend themselves against an attack provided they do not use a disproportionate amount of force to do so. In an emergency, e.g. if a pupil was at immediate risk of injury on someone else, any member of staff is able to intervene.

How may pupils be restrained?

- A calm approach to a situation should be adopted:
 - Prior to intervention the adult should, if possible, summon assistance from colleagues (Senior Management) e.g. when dealing with more than one pupil, or if they believe that they may be at risk of injury. Help is best summoned via another adult, but another child will suffice if no other adult is available.
 - If a member of staff does not feel confident to intervene they should continue to attempt to defuse the situation orally and to prevent the situation from escalating until help arrives.
 - Staff should remove other pupils who may be at risk.
 - The adult should, where practicable, inform the pupil to stop, and what will happen if they do not.
 - Attempts should be made to communicate with the pupil throughout the incident.
 - It should be made clear that physical restraint will stop as soon as it ceases to be 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

- Involve yourself in a prolonged verbal exchange 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 e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Act in temper (involve another staff member if you fear loss of control)

What to do after an incident of restraint

Love. Enquire. Achieve. Partnership

- All incidents when restraint is used should be recorded as soon as possible (within 24 hours) and the Principal notified. Reports should be recorded in the bound book and on using CPOMs (Child Protection Online Monitoring System). The bound book will ensure that the following is covered:
 - name(s) of pupil(s) involved
 - location of incident
 - the reason force was necessary
 - description of the incident
 - steps taken to diffuse the situation
 - degree of force used and for how long
 - pupil(s) response and outcome of the incident
 - details of any injury suffered by anyone and damage to property
 - statements from any witnesses should also be included

- Any staff injuries sustained will be recorded separately on an Accident Report Form in accordance with Health and Safety procedures.

- Pupils who have been restrained will be entitled to record their views when they have calmed down and will be given assistance to do so if necessary.

- Parents will always be informed of any incident with their child involving the use of physical restraint and will be given an opportunity to discuss the incident. (How and when parents are informed is the decision of the Principal.)

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behaviour plan, which may include an anger management programme, or other strategies agreed by the SENCO. Any behaviour plan should always be discussed and agreed with the parent.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

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 the pupil (e.g. reactive strategies to de-escalate a conflict)
- 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