



QUEEN VICTORIA PRIMARY SCHOOL

PHYSICAL RESTRAINT POLICY

Policy Number:	School Policy - 42
Approved by:	LGB Meeting 31st January 2024
Next review due date:	January 2025

At Queen Victoria Primary School, we encourage all pupils to make positive choices, in line with our three Golden Rules of being Ready, Respectful and Safe. However, pupils do sometimes make the wrong choice. On very rare occasions, this may result in a situation that requires some form of physical intervention by staff.

This Restraint Policy is based upon the following principles:

- ❖ Physical intervention is used as a very last resort, when all other de-escalation strategies have been used and have failed
- ❖ Physical contact used is the minimum required
- ❖ Safety and dignity is maintained for all concerned when physical intervention is required
- ❖ All physical intervention incidents are reported to the headteacher
- ❖ Parents are informed of such incidents

The Legal Framework

In Education & Inspections Act 2006 (section 93) it states that teachers and other persons who are authorised by 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 themselves or others
- ❖ Committing an offence
- ❖ Damaging property
- ❖ Prejudicing the maintenance of good order & discipline

This policy has been written in line with the Department of Education's 'Use of Reasonable Force ' Advice for Headteachers, Staff and Governors (July 2013)

Reasonable Force & Restraint Definition

The Use of Reasonable Force DfE guidance defines and explains these terms as follows:

- ❖ 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 to control or restrain. This can range from guiding a pupil to safety, by the arm or through 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 always 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.

'Use of Reasonable Force' DfE Guidance 2013 states that reasonable force can be used to:

- ❖ remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- ❖ prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- ❖ 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;
- ❖ prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and 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 reasonable force listed above, the Headteacher and any authorised staff member 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 cigarettes/cigarette papers
- ❖ fireworks
- ❖ pornographic images
- ❖ any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or cause personal injury to any person (including the pupil themselves), or damage to property

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

Our Approach

We always try to avoid using physical interventions and regard them as a very last resort for a small minority of situations.

At Queen Vic, we aim to deal with all behaviour with a calm, positive and nurturing approach, therefore this Restraint Policy should be read in conjunction with our Behaviour Policy.

It is not possible to define all circumstances in which physical restraint would be necessary or appropriate, however staff always exercise their own professional judgement in situations that arise relating to the use of reasonable force.

Staff act within our school's behaviour policy, specifically in the management of negative behaviours. However, it must be stressed that the use of any physical intervention is only when de-escalation strategies have not had the required effect upon the pupil's behaviour.

Other Physical Contact with Pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary, such as:

- ❖ Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- ❖ When comforting a distressed pupil;
- ❖ When a pupil is being congratulated or praised;
- ❖ To demonstrate how to use a musical instrument;
- ❖ To demonstrate exercises or techniques during PE lessons or sports coaching
- ❖ To give first aid.

Queen Vic staff are aware of their responsibility for the children in their care during the school day and during other supervised activities, such as residential or after-school clubs and competitions; they have a 'Duty of Care' for all children they are in charge of. They take reasonable action to ensure the safety and well-being of all pupils; however, staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Use of Physical Restraint or Intervention

Physical restraint is applied as an act of care and control, with the intention of re-establishing control verbally as soon as possible, whilst allowing pupils to regain self-control. It never takes a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint i.e. to stop or prevent danger in accordance with the guidelines below. In all circumstances, alternative de-escalation methods are used as appropriate, with physical intervention or restraint as a last resort.

In exceptional circumstances when a physical restraint intervention is required, two Team Teach trained staff members will be called for, via an alternative staff member or a sensible child. The trained members will then use Team Teach strategies to regain control of the pupil.

Actions After an Incident

Following an incident of physical restraint, which often occurs in response to a highly charged emotional situation, there is a clear need for debriefing after the incident for the adults involved and the pupil. The headteacher, or a designated member of the Senior Leadership Team, will make arrangements for this debrief once the situation has fully stabilised. An appropriate member of staff will debrief the pupil, taking into consideration the situation that triggered the incident, exploring ways to lessen the risk of similar events occurring in the future. Any other pupils involved in the incident will also be offered support.

If the child's behaviour is part of an ongoing pattern, a development or review of and Individual Behaviour Plan, which may include an individual risk assessment, as well as a possible intervention programme, such as for Anger Management, with possible support or referral to an external agency.

All incidents of this nature are recorded on CPOMS, with a Significant Incident with Reasonable Force record being attached to the logged incident.

Parent/carers will be contacted as soon as possible after the incident, normally on the same day, informing them of the actions taken and why they were taken. Parents will be offered the opportunity to discuss action taken and related support.

Risk Assessments

Where we are aware that a pupil is likely to demonstrate disruptive and/or dangerous behaviours that may require the use of reasonable force, a plan will be put in place of how we will respond, should the need arise. This planning includes supporting pupils in avoiding provoking situations, helping them find success and minimise frustration. It also helps us see better where we can head off difficulties when we spot them early enough. The plan will take in to consideration:

The risk assessment will include:

- ❖ Involving the parents and the pupil to gain their views and to ensure that they are clear about what specific action the school might need to take
- ❖ Consideration of the likely outcomes to the pupil and others of undertaking intervention or not
- ❖ Managing the pupil (e.g. reactive strategies to de-escalate a conflict, at what stage and which type of holds to be used)
- ❖ Identifying key staff who should know exactly what action they should be taking. Any member of staff who may have to use a physical intervention should always be fully briefed about the child in question, and it is best if they are well known to the child
- ❖ Ensuring that additional support can be summoned, if appropriate
- ❖ Identifying training needs and updates

Complaints and Allegations

We hope that, this policy, by keeping parents well informed, should help to avoid the need for complaints. However, any disputes that may arise about the use of force by a member of staff will be dealt with in accordance with school's Complaint Policy and Child Protection Procedures.

We will review this policy annually.

GDPR – Personal Data

This policy adheres to the principles under data protection law. For further information please review the school's data protection policy published on the school's website.

Policy Reviewed: January 2024

Policy Review date: January 2025



APPENDIX: Planning for Physical Intervention

RISK ASSESSMENT		
Name of child:	Date of Birth:	Class:
Who has drawn up this risk assessment?		
Why does this child require a risk assessment? What do the behaviours look like, and where may they take place?		
How can we avoid a situation where physical restraint may be used?		
How can the situation be de-escalated if it starts?		
What kind of physical intervention may be necessary eg. guiding, holding, blocking a path		
What will be done after the situation?		
Signature (Parent/carer): Date:	Signature (Headteacher): Date:	
Signature (Teacher): Date:	Signature (any other adult involved in drawing up this plan): Date:	
This assessment was discussed by: with the child on: Date:	This assessment will be reviewed by: Period eg termly/by/on Date:	



SIGNIFICANT INCIDENT WITH REASONABLE FORCE RECORD

Name of the person completing this record	
--	--

Incident Date:	Time:	Location:
-----------------------	--------------	------------------

Name of the child concerned	Age:
------------------------------------	-------------

Name of the person using the measure

Names of any other people present
--

Details of the behaviour leading to the use of the measure <i>(what the child was doing/saying)</i>	
--	--

Details of any methods used to avoid the need for the use of the measure <i>(what you did – what you said – what you tried)</i> <i>(Tick as appropriate)</i>	Humour	Verbal Advice & Support	Patience
	Distraction	Firm & Clear Directions	Negotiation
	Diversion	Contingent Touch	Swap Adult
	Reassurance	Withdrawal Offered	Limited Choices
	Calm Talking	Withdrawal Directed	Calm Stance
	Success Reminders		Planned Ignoring
	Reminders About Consequences		

Why was the measure necessary? <i>Describe your dynamic risk assessment, and why you believed that the measure you chose was in the best interest of the child.</i> <i>(Tick as appropriate)</i>
--

Risk to Self	Risk to Others
Risk to Safe Physical Environment	Risk to Safe Psychological Environment
Prevention of Psychological Distress	Prevention of Physical Harm
Prevention of Criminal Offence	Temporary Loss of Competence or Capacity

--

A description of the measure used. <i>(what you did and what you said)</i>

