

**Christ Church CE School
Physical Restraint Policy
Spring 2018**



Christ Church CE School
Redhill Street
Regent's Park
NW1 4BD

Christ Church C of E Primary School
Physical Restraint Policy 2016

CONTENTS

Mission Statement

Our School Aims

The Legal Framework

Definition of restraint

General aims

Specific aims

Why use restraint?

Risk assessments

Review

Christ Church C of E Primary School
Physical Restraint Policy

Mission Statement

The Christian Faith is at the heart of our school community. At Christ Church we care for each other and learn together.

Christ Church is a small, caring school which is committed to a broad, balanced curriculum and to a continual raising of standards. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every individual.

We are a Church of England school, with a strong commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise, value and celebrate the rich cultural diversity that exists in our school.

The Christian ethos of the school is reflected in our positive, disciplined and calm atmosphere. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we seek to achieve high academic standards.

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

Our School Aims - Every Child Matters

The Ethos of the School

The school aims to provide a positive, disciplined, purposeful environment, within a Christian context. We aim to teach children to be caring, to exhibit good behaviour and appropriate social skills and to begin to take responsibility for themselves and others.

The Values of the School

The School aims to value every child and to contribute to the Spiritual, Moral, Cultural, Mental and Physical well being of our whole school community. We value the diversity of our community and we aim to promote the health and safety of everyone.

The Standards of the School

The School aims to teach a balanced Curriculum and to ensure that each child fulfils his or her potential. We aim to provide teaching and learning of a high standard. We believe that this is achieved when pupils are highly motivated, enjoy coming to school, and are appropriately challenged.

Christ Church C of E Primary School
Physical Restraint Policy

Date of policy: Spring 2018

Review date: Spring 2020

1. The Legal Framework

The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force in order to prevent a pupil from:

Harming him/herself or others*

Seriously damaging property.

Committing a criminal offence

Acting in a way that is counter to maintaining good order and discipline at the school.

*Injury (or harm to self or others) as" ...actual or grievous bodily harm, physical or sexual abuse, risking the lives of or injury to self or others by wilful or reckless behaviour and self-poisoning".

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:

Ø Committing an offence

Ø Causing personal injury to, or damage to the property of, any person (including the pupil himself)

Ø 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.

(Examples of possible situations are given in Appendix 1)

2:1 Definition of restraint

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

2:2 General policy aims

Staff at Christ Church Primary School recognise that the use of reasonable force is only used as a last resort to secure pupil safety/well-being and also to maintain good order and discipline. Our policy on restraint should therefore be read in conjunction with our Behaviour and Child Protection policies.

2:3 Specific aims of the restraint policy

Ø To protect every person in the school community from harm

Ø To protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful

Ø To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations

3. Why use restraint?

Behaviour at Christ Church is consistently judged by OFSTED to be 'Outstanding'. This is due to high expectations of behaviour, regular staff training on de-escalation, robust systems and a caring ethos. If expectations of children's behaviour are high then there are fewer problems. Occasionally some children are more prone to exhibit challenging behaviours and it is the responsibility of every member of staff to closely monitor these children and to attempt to ensure interventions suitable for each individual child are in place before a situation escalates.

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. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

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, 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 should, therefore, take reasonable action to ensure pupils' safety and well being. Failure to physically restrain a pupil who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence.

At the same time staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

3.1 Alternative strategies

There are some situations in which the need for physical restraint is immediate and where there are no equally effective alternatives (eg if a pupil is about to run across a road). However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

Ø the *broken record* in which an instruction is repeated until the pupil complies

Ø 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

Ø withdrawal of attention (sometimes by removing the class) e.g. if an action such as damage to property is threatened

Ø 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 through a solution focussed approach, when emotions are no longer running high)

Ø the employment of other sanctions consistent with the School's policy on behaviour.

3.3 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, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment.

See [Appendix 1](#) for Camden guidelines on use of restraint. This guidance has been shared with all staff.

See [Appendix 2](#) for Camden advice for staff. This guidance has been shared with all staff.

See [Appendix 3](#) for Camden advice on Physical intervention procedures. This guidance has been shared with all staff.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below.

All staff members have been trained in de-escalation. Members of the SLT have attended 'Team Teach' training, to learn how to safely restrain children when necessary. These members of staff are available to pass on the key points from that training to their colleagues, including about methods of restraint. 'Team teach' Restraint training will be offered to all staff on a rolling bi-annual programme to cater for any turnover of staff.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary. In all circumstances other methods should be used if appropriate or effective physical restraint should be 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 - ensure adequate supervision for other children is addressed
- 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
- Attempt to reason 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

3.4 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 Headteacher should be informed of any incident as soon as possible** and will take responsibility for making arrangements for debriefing once the situation has stabilised. The incident should be recorded clearly in the restraint record (see appendix 4). 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 by letter and meeting (see appendix 5).

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural IEP, referral to an outside agency or other strategies agreed by the SENCO.

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

All incidents involving pupils should be recorded immediately on the Record of Restraint Form (below). All sections of this report should be completed so that in the event of any future complaint a full record is available. The Headteacher or a senior teacher will contact parents as soon as possible after an incident, 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.

4 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:

Ø Management of the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)

Ø Involvement of parents to ensure that they are clear about the specific action the school might need to take

Ø Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)

Ø Identification of additional support that can be summoned if appropriate

5 Complaints

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 disciplinary procedures or by the Police and Social Services department under child protection procedures.

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

6. Review

This policy will be reviewed on a yearly basis by the headteacher and governing body.

Appendix 1: Practical Advice and Guidelines on the Use of Force (Camden guidance)

Examples of situations that fall within the first two categories listed in Section 93 of the Education and Inspections Act 2006 include:

- a. A pupil attacks a member of staff, or another pupil;
- b. Pupils are fighting;
- c. A pupil is committing, or on the verge of committing, deliberate and serious damage to property;
- d. A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- e. A pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- f. A pupil absconds from a class or tries to leave school other than at an authorised time. The judgement on whether to use force in this situation would depend on an assessment of the degree of risk to the pupil if he or she is not kept in the classroom or school (age and understanding would be critical factors).

Examples of situations that fall into the third category are where a pupil – this is not to suggest that all these cases would lead to or require the use of force:

- g. Refuses to obey an order to leave a classroom;
- h. Is behaving in a way that is seriously disrupting a lesson;
- i. Blocks a door to prevent others from leaving;
- j. Is using a mobile phone to disrupt a lesson (an authorised member of staff could forcibly confiscate the phone by removing it from a hand or desk but could not lawfully search the pupil for the phone); and
- k. Resists attempts to search him or her for a weapon.

In all these cases use of force would only be reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied and could not realistically be dealt with by any other strategies.

Key question: Does the risk of not intervening outweigh the risk of intervening?

There is no legal definition of reasonable force and that it is therefore not possible to set out when it is reasonable to use force, or the degree of force that may reasonably be used. This will always depend on the circumstances of the case and be a matter of personal and professional judgement.

The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the circumstances do not warrant the use of physical force. Therefore physical force could not be justified in order to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.

The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.¹⁷

Types of intervention which may be appropriate:

- Any holding tactic in which a young adult is held without injury until the young adult calms down.
- Physical contact with a young person designed to control the young person's movements which pose a danger (e.g.: holding by the arms against the side of the body). Standing by the side of the young person is likely to minimise the risk to adult and young person.
- The holding of a young person's arms or legs to prevent/restrict striking/kicking.
- The use of sufficient physical force - without causing injury - to remove a weapon/dangerous object from a young person's grasp (if foreseeable this requires specialised training).
- Physically preventing a young person from exposing themselves to possible danger by leaving the premises.

Where children have been identified as possibly requiring the use of physical interventions, it is strongly recommended that staff working with these children are trained in the use of appropriate techniques. However, *all* staff have a duty of care in this respect.

Pupils should not be placed on the floor unless staff have received specialist training.

Where risk assessment has taken place it is imperative that techniques are outlined within the pupils' Positive Handling Plan. Following ground-holds, pupils should be monitored every fifteen minutes for at least three hours. All relevant authorities, including the parents/ carers, must be informed as soon as possible following the incident.

The member of staff should advise the young person calmly and repeatedly that he/she could stop the restraint by applying self-control.

The young person should be released from restraint as soon as is safely possible. Release must always be carried out in a planned and controlled way.

As far as is possible staff should avoid any actions that could be viewed as sexual. If a member of staff feels that a necessary restraint action may be viewed by a young person as having a sexual content, the staff member should describe what he/she intends to do and why, giving the young person an opportunity to avoid it. If the action remains necessary, while carrying it out, the staff member should repeat why it is necessary, stressing that it is in the young person's power to remove the need for restraint.

If restraint is required for an extended period because the child cannot be released safely the senior member of staff on duty will monitor the situation

closely with a view to safeguarding the young person and the staff concerned. Best practice during a long intervention would be to rotate the staff involved; this requires training.

As far as possible actions should be calculated to reduce the need for restraint or, when restraint is used, to reduce the length of time for which it is necessary.

Only a court may judge what is reasonable in terms of the amount of force used in physical restraint and obviously does so retrospectively.

The following actions are examples of what would be deemed as unreasonable:

- Striking a person
- Exerting excessive pressure on any part of a young person's body
- Causing actual injury to a young person
- Forcing a young person's arm up his/her back
- Squeezing a young person's windpipe
- Sitting on a young person
- Lifting a young person off the floor in order to intimidate
- Pulling a young person's hair

The following are also prohibited as forms of control

- Corporal Punishment

It is totally illegal to use corporal punishment in all state-maintained schools. Corporal punishment may be defined as any act or threat of an act, such as hitting, kicking, slapping, punching, poking, prodding, biting, throwing an object, rough handling etc, which causes or threatens harm.

- Restriction of liberty (e.g. locking someone up)
- Deprivation
- Requiring the wearing of distinctive or inappropriate clothing (clearly this does not include wearing of school uniform or school sports-wear)
- Fines
- Intimate physical searches

Appendix 2 - Managing Confrontation and Physical Intervention (Camden guidance)

Advice for staff

At all times try to manage your own emotions - maybe take a deep breath - and don't become involved in a 'conflict spiral'. Situations are rarely personal.

Name the inappropriate behaviour; express clearly the desired behaviour - calmly, confidently and assertively.

Use 'language of choice' - put the responsibility/ownership of behaviour with the child/pupil

Remaining Calm - the ability to try and remain calm and appear relaxed is less likely to provoke.

Calm Stance - Think of the values of stepping back from a situation, both physically and emotionally.

Pacing and Chasing - Angry people often pace around in tense situations. Try to remain still when attempting to help a student calm down.

Awareness of Space - Try to be aware of the space around you and avoid stepping in to another individual's personal/intimate space.

Intonation - When people are anxious or angry they tend to talk faster, higher and more loudly. In a crisis situation staff should deliberately speak slower, lower and more quietly. How we deliver a message is as important as what we say.

Help Script - Particularly useful when addressing an agitated student. Connect by using student's name; recognise the feelings - "I can see you are upset"; "I'm here to help"; Give direction but not promises.

Diffusing body language responses

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

Physical Interventions:

On extremely rare occasions it may be appropriate for staff to intervene physically with or between students. These include:

- Injury or risk of injury to another student
- Injury or risk of injury to a member of staff
- Serious damage to property

All staff owe a duty of care to students. To take no action, where the outcome is that a child injures him/herself, or another, including staff, could be seen as negligence.

Appendix 3 - Physical intervention procedures (Camden guidance)

As soon as a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or serious damage to property, then she/he should:

- a) Give clear instruction, warning the young person of the consequences of failure to comply. Note: this warning must not comprise any threat of unlawful assault.

- b) If at all possible, summon a second adult – this can help to:
 - Reduce the risk of injury (to staff or child)
 - Act as a witness to the situation (for the protection of adult and child)
 - Diffuse the situation – the second adult may not be the focus of anger and could indeed take over
 - Remove other children from the situation

- c) While intervening the member of staff must:
 - Employ minimum physical force necessary for the minimum period needed to restrain the young person;
 - Keep talking to the young person for example: 'if you stop kicking I will release my hold' (unless an individual protocol is in place);
 - Avoid committing any act of punitive violence
 - Keep his or her temper under control
 - Ensure that there is a record of the incident

Any intervention should be a last resort and be 'proportionate', 'reasonable' and 'appropriate'. Any intervention should be done with the aim to reduce not provoke.

Staff are strongly advised not to physically stop students from leaving their room or the school unless absolutely necessary – give choice and consequences.

Application of Force (DCSF guidance to schools 2007)

Staff should NOT act in a way that might reasonably be expected to cause injury. This includes:

- Slapping, punching, kicking or tripping a pupil
- Twisting or forcing limbs against joints
- Indecently touching, holding or pulling a pupil by the hair or ear
- Other than in circumstances that are exceptional, using reasonable force to hold a pupil face down on the ground

In the event of a serious incident e.g. a fight, staff should:

- Make their presence felt – "stop fighting, stop fighting"
- Send for assistance
- Spell out sanctions
- Remove the 'fuel' by clearing the 'audience' away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk

But should not ignore or walk away.

Key question: Does the risk of not intervening outweigh the risk of intervening?

Appendix 4- Restraint register

Christ Church School

Record of restraint

Name of adult making report..... Date.....

Name all adults and children involved in the incident.

Describe what led to the use of restraint.

Describe how the pupil(s) was/were restrained.

Any future actions that will be undertaken to limit the opportunity for the behaviour to be repeated.

Signed.....

Appendix 5 - Letter to parents



CHRIST CHURCH C of E SCHOOL
Redhill Street, Regent's Park, London NW1 4BD
Telephone: 020 7387 7881 Fax: 020 7388
3646
E-mail: admin@cchurchnw1.camden.sch.uk

Headteacher: Mrs Paula Walker

Thursday 4th October

Dear Mr and Mrs xx

I am writing to inform you it was necessary to restrain xx today to calm him down, and to ensure his safety and the safety of those around him. Please make an appointment with the office so we can discuss this incident.

Yours sincerely

Paula Walker
Head teacher
