

St Blasius Church of England Primary Academy



We aim for the highest standards and our vision for each child is for them to;
'Enjoy and achieve in life in all its fullness, following in the footsteps of Jesus

Physical Restraint Policy

Date Agreed: Feb 2023

Review Date: Feb 2024

Signed: _____

Chair of Governors

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	May 2020	AA	LGB	
2	Feb 2024	AA	LGB	Change from Maybo to team teach
3				

The Legal Framework

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.

The definition of restraint at St Francis Catholic and Church of England Academy and St Blasius Church of England Academy is:

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

General policy aims:

- The staffing team recognise that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety and well-being and also to maintain good order and discipline. Our policy on restraint should therefore be read in conjunction with our Behaviour Policy and Child Protection policies.

Specific aims of the restraint policy

- To protect every person in the school community from harm
- To protect all pupils against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful
- 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

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. The underlying principle when using restraint is it must be reasonable, proportionate and justified.

It is only likely to be needed if a child appears to be unable to exercise self-regulate their 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 and discipline, 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.

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 staff should look to use their training and knowledge of our behaviour blue print to deescalate situations, these are:

- Following the consistent adult behaviour
- Referring to the Academy's 3 rules, and linking the behaviour to them
- Following the stepped behaviour process,
- Following the micro scripts
- Use of positive rewards to praise desired behaviour
- Praise in public, reprimand in private

Other strategies not set out in the Behaviour blue print:

- Change of face, change the person.
- Distraction

Some children will have bespoke behaviour plans these will need to be referred to.

Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention of 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.

Ideally in challenging situations staff who have been trained in team teach should carry out any physical restraint, however the academy acknowledges that this may not always be the case. The staff member will have to carry out a dynamic risk assessment of the situation and understand that their action must be reasonable, justified and proportionate.

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.

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
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Follow Team teach procedures at all times

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. A member of the leadership team should be informed verbally of any incident as soon as possible and all interventions should be recorded on the school CPOMS system. (Child Protection Online Monitoring System)

The senior leadership team will take responsibility for making arrangements for debriefing once the situation has stabilised. 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.

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 SENDCO. 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. All incidents should be recorded (CPOMS) immediately. All sections of this report should be completed so that in the event of any future complaint a full record is available. A member of the leadership team will contact parents as soon as possible after an incident, normally 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.

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

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.