

**ST JOSEPH'S CATHOLIC PRIMARY SCHOOL
CRAYFORD**

**PHYSICAL RESTRAINT
POLICY**

SPRING 2017

**To be reviewed: Spring 2018
Teaching and Learning
Mrs Stagg**

Mission Statement

The teachers and governors of St. Joseph's provide a broad, balanced curriculum to enable each child to achieve the highest standards of education in a Catholic ethos.

THE AIMS OF ST JOSEPH'S CATHOLIC PRIMARY SCHOOL ARE:

- **to nurture the uniqueness of each individual as a member of God's family**
- **to ensure that the Catholic faith is at the heart of the whole school experience**
- **to create a well ordered supportive environment in an atmosphere conducive to learning where every child feels confident and safe.**
- **to create an atmosphere of reconciliation, where pupils can accept the consequences of their own actions, and be encouraged to make more responsible future choices**
- **to deliver a relevant curriculum with equal access for all pupils**
- **to encourage and support each child to achieve the highest standards of which they are capable**
- **to encourage each child to become a concerned compassionate member of society determined to promote justice and peace**
- **to promote good working relationships based on mutual cooperation and trust**
- **to provide a welcoming place for parents**
- **to work in harmony with the parish and the local community.**

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL PHYSICAL RESTRAINT POLICY

St Joseph's Catholic Primary School is committed to maintaining the safety of students and staff. Staff strive to maintain a calm, well ordered learning environment where pupils make positive choices about their behaviour and willingness to live positively as part of the school community.

We do however recognise that students sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of physical intervention by staff.

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 have a 'Duty of Care' to all children they are in charge of. They must, therefore take reasonable action to ensure all pupils' safety and well-being. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention. This policy links with the school's behaviour and discipline policy.

Our policy for physical intervention is based upon the following principles:-

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Staff should take steps in advance to avoid the need for physical restraint, e.g. through dialogue and diversion, allowing space, talking, listening and humouring, cajoling and reasoning, diversion and distraction, and the pupil should be warned orally that physical restraint will be used unless he/she desists.
- 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 allow the student to regain self-control. It should never take a form which could be seen as punishment.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Head Teacher as soon as possible
- Parents will be informed of each incident
- Where possible there should always be another adult with you should you need to use force. The other adult will be present for support, observe and for assistance. They may be called upon as a witness.

The use of physical restraint must never:

- Act in temper (involve another member if you feel loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- 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
- Use physical restraint or intervention as a punishment

The Legal Framework

Section 93 of the Education and Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher 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 his/herself or others
- Committing an offence
- Damaging property
- Prejudicing the maintenance of good order and discipline

What is Physical Restraint?

Physical restraint occurs whenever a member of staff uses intentional force to restrict a child's movements against his or her will.

Physical restraint does not include the use of gentle physical prompting or guidance:

- Where the child is happy to comply
- And where the aim is to assist him or her to take part appropriately in activities

Procedure for using physical restraint

1. Before restraining a child, the member of staff must give a clear verbal instruction to stop the dangerous or threatening behaviour. Physical restraint should only be used if this warning is ignored.
2. As soon as practicable, send for another adult, (normally for moral rather than physical support; also to act as a witness or help supervise other children).

There are two forms of restraint – total and partial

Partial restraint describes a range of techniques which can be applied in degrees. For instance:

- A member of staff places him/herself between the child and the rest of the class to restrict the child's movement. If this is insufficient, the child is held firmly by the upper arm or is turned to face the corner of the room so as to effectively isolate him or her.

- The child is held in order to restrict movement where there is risk of hurting others or him/herself.
- The child is led by the arm from a situation into another room

Total restraint, in which the child is prevented from making any movement at all, will rarely, if ever, be used in a mainstream primary school. This is an extreme form of restraint and its aim is to prevent harm coming to the child or others in the vicinity. If total restraint is used, the child's vital signs, (breathing and circulation), must be checked. Reducing the level of restraint must be managed carefully and gradually.

Action after the Incident

All incidents should be recorded immediately on the Pupil Restraint Report Form (attached). All sections of this report must be completed. In the event of any future complaint or allegation this record will provide essential accurate information. A copy should be filed in the child's appropriate file and in a central school file in order to inform individual and school risk assessments.

The Head Teacher or a senior teacher 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.

In some circumstances an individual behaviour plan may need to be drawn up to help identify an additional support for a particular student

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:

Strategies to be used prior to intervention:

- Ways of avoiding 'triggers' if these are known
- 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
- The school's duty of care to all pupils and staff

Teachers of pupils who may have specific restraint plans in place will be briefed fully about the plan and strategies for management of this will be discussed with them by the SENCo.

The Head Teacher will also ensure all newly-appointed staff are introduced to this policy and given appropriate induction training. The whole staff will need ongoing updating of current information and strategies – teachers, TAs, midday supervisors and other support staff as appropriate.

Specific behaviour related courses will also be brought to the attention of staff by the Head Teacher.

Where it is clear that a teacher concerned needs further advice/support/training, the Head Teacher should take prompt action to see that this is provided.

Complaints and Allegations

Dispute about the use of force by a member of staff might lead to an investigation, either under the complaints procedure or allegation management procedures.

Equal Opportunities

This policy is applicable to all groups of individuals within the school regardless of gender, ethnicity, culture, religion, colour, disability, need or nationality.

Signed: *M Lawrence*
Chair of Governors

Date: 27th March 2017



Record of Physical Intervention or Restraint

Date of Incident		Time of Incident	
Location of Incident			
Child's Name:		Year	DOB
Member(s) of staff involved:			
Adult witnesses to restraint:			
Pupil witnesses to restraint:			
Outline of event leading to restraint (including anyone else involved, what behaviour the pupil presented that warranted restraint, what was tried to defuse the situation)			
Outline of incident of restraint (including restraint method used and for how long)			
Outcome of restraint			

Description of any injury(ies) sustained by injured pupil and any subsequent treatment:

Date parent/carer informed of incident:

By whom informed:

Outline of parent/carer response

Signature of staff completing report:

Date:

Head Teacher's signature

Date:

Brief description of any subsequent inquiry/complaint or action:

Please attach any further records including body map, photographs, and witness statements

Acceptable restraint procedures

Method 1

1. Usually most suitable with a small pupil.
2. Sit on knee with arms held across chest, holding hands or wrists.
3. Keep pupil's head level with chest and move forward if pupil attempts to head butt.
4. If necessary, hook heels over pupil's legs.
5. If assistance is required, second adult should hold down pupil's legs, averting head to minimise attention. Always act on instructions of holder.
6. Release slowly as pupil calms.



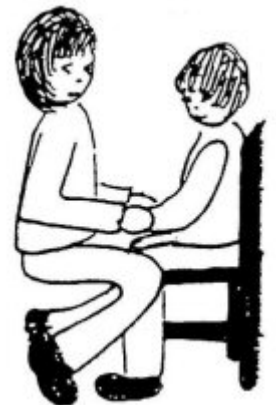
Method 2

1. Slightly older pupil.
2. Try to support own back against wall/cupboard etc.
3. Keep pupil's head level with chest and move forward if pupil attempts to head butt.
4. If necessary, hook heels over pupil's legs.
5. If assistance is required, second adult should hold down pupil's legs, averting head to minimise attention.
6. Always act on instruction of holder.
7. Release slowly as pupil calms.



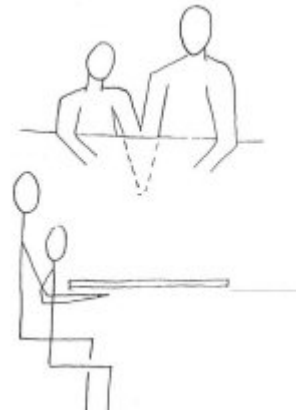
Method 3

1. Can be used if pupil already seated or can be taken to chair if more easily containable in this position than 1 or 2.
2. Hold hands down if pupil is likely to hit out or attempts to injure self (by biting hand, hitting head, etc.)
3. Use own knees to restrain legs if pupil attempts to kick.
4. Be aware of pupil tipping back or moving forward to bite.
5. Release slowly as pupil calms.
6. Allow up from chair when quiet.



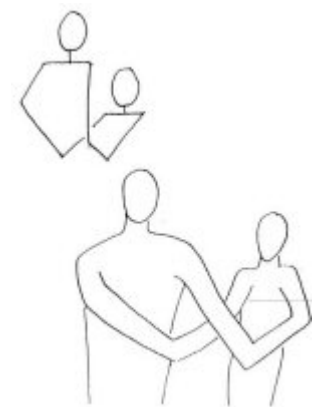
Method 4

1. This is for junior/early secondary pupils
2. At a desk the adult should sit on the 'non-occupied' side of the pupil.
3. Sitting closely together it prevents the pupil using his non-occupied hand.



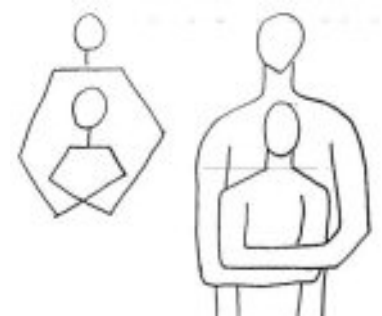
Method 5

1. Used when there is a need to walk
2. When walking, a 'cross over' hands approach can be used, if appropriate.
3. This will prevent the pupil using his upper body in an aggressive fashion.



Method 6

1. This is for older pupils
2. The adult is behind the pupil and grips his wrists in a 'cross-over' manner.
3. Care has to be taken to keep the pupil's head away from the adult and also to be aware of the pupil's feet and legs.
4. At all times the pupil must be given the opportunity to gain self-control.



Staff Training and Support

Managing pupils, particularly those pupils who exhibit challenging behaviour, is a very physically, emotionally and mentally demanding task. Pupils on this continuum can engender high levels of stress that must be recognised and managed appropriately. Class teams must be the first point of support with effective team discussion playing a major part in reducing anxiety and stress. Remember that every member is responsible for an effective team.