



Brook House Junior School

Policy for Dealing with Restraint

September 2016

BROOK HOUSE JUNIOR SCHOOL

Physical Restraint Policy

Aims of the Policy:

Section 550A of the Education Act 1996 clarifies the powers of teachers, and other staff who have lawful control or charge of the pupils, to use reasonable force to prevent pupils committing a crime; causing an injury or damage; or causing disruption. This policy aims to provide a code of practice to assist workers at Brook House Junior School in managing situations where the restraint of children becomes necessary.

Staff authorised to use restraint:

All teachers and support staff (January 2015) are trained in positive handling led by Team-Teach trainers (www.team-teach.co.uk). The purpose of Team-Teach training is to support adults' understanding and management of challenging behaviour teaching physical techniques within a holistic de-escalation approach, in order to encourage the promotion of socially acceptable behaviours for all concerned.

It is about how adults show restraint rather than apply it!

Types of incidents where restraint may be used:

There are a wide variety of situations in which **reasonable force** might be appropriate, or necessary, to control or restrain a pupil. They fall into three broad categories

1. Where action is necessary in self-defence or because there is an imminent risk of injury.
2. Where there is a developing risk of injury, or significant damage to property.
3. Where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall into the first two categories are:

- A pupil attacks a member of staff or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or about to commit an act of deliberate damage to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by the misuse of dangerous materials or objects;
- A pupil is running inside the school building in a way in which s/he might have an accident;
- A pupil absconds from a class or tries to leave the school.

Examples of situations that fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.

Use of Reasonable Force:

The understanding of what is reasonable force will always depend on all the circumstances of the case. The use of force will only be deemed reasonable if the situation warrants it. Force will not be used for trivial misdemeanours or in a situation, which could be resolved without force. The degree of force must be in proportion to the incident and the seriousness of the consequences it is intended to prevent. Any force used will always be the minimum needed to achieve the desired results.

Before intervening physically the member of staff will always try to deal with the situation through other strategies before using force. Prior to physically intervening, they will; wherever practicable, tell the pupil who is misbehaving to stop. They will tell the pupil what will happen if they do not stop. They will

approach the situation calmly and will attempt to communicate with the pupil throughout the incident making it clear that restraint will stop as soon as it ceases to be necessary. In some situations, when the member of staff feels that they are at risk of injury, they will summon help before attempting to intervene. Meanwhile they will remove all other pupils from the area and inform the child that they have sent for help. In these situations the member of staff will continue to attempt to diffuse the situation orally.

If at all possible additional adult support will always be summoned.

Staff will have to decide the most appropriate form of physical intervention to use. The following are the types of intervention available to staff:

- Physically interposing between pupils;
- Blocking a pupil's path;
- Holding a pupil around their body to prevent them causing damage with their limbs;
- Leading a pupil by the hand or arm;
- Shepherding a child away by placing a hand in the centre of the back.

In exceptional circumstances e.g. to prevent a child running into a road, staff will take any necessary action that is consistent with the concept of 'reasonable force'.

Recording Incidents:

After intervening the member of staff will:

- follow the school's accident procedures;
- report the necessity for intervention to the Headteacher or member of leadership team
- ensure that the child is checked for injuries by a member of staff who was not involved in the incident.
- record a report in writing by filling in the school restraint proforma which is saved on the school's intranet system (workspace – communication – safeguarding) to be completed electronically (see appendix for example).
- all staff involved in an incident should contribute to the recorded proforma which should if possible be completed within 24 hours.

The management will:

- provide support for the staff and pupil concerned;
- consider the needs of others who observed the incident;
- notify the parents/carers of action taken;
- initiate appropriate follow-up with the pupil;
- review the incident in the light of school procedures and disseminate conclusions reached;

Monitoring and Evaluation

The SLT will ensure that each incident is reviewed and instigate further action as required. They will also carry out a half termly analysis of physical intervention incidents and issues which will be reported to governors. School incident data is open to external monitoring and evaluation.

The Headteacher is responsible for the formulation of this policy.

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RESTRAINT – INCIDENT REPORT FORM

1. Basic information

Name of Pupil: _____ DOB: _____ Yr: _____

2. Events leading to this incident

2.1 Where did the incident occur?

2.2 When did the incident occur? Time: _____ Day/Date: _____

2.3 How did the incident begin?

3. Describe the incident

3.1 What was happening at the time?

3.2 Was anyone else involved?

3.3 Did anyone else see what happened? (give details)

3.4 What behaviour was the pupil presenting that warranted restraint?

3.5 Was there damage to property or an assault on a pupil or staff during the incident?

3.6 What did you do to try to defuse the situation before using restraint?

3.7

(i) How was the pupil restrained? (describe)

(ii) For how long?

(iii) By how many staff members?

4. Injuries sustained

4.1 Was anyone injured? YES / NO

If yes, give details _____

4.2 Was this recorded in the accident book? YES / NO

4.3 Was the pupil checked for injuries by a member of staff who was not involved in the incident? YES / NO

If yes, by whom? _____

5. Implications for future planning

5.1 What do you think this behaviour was about?

e.g. attention; emotional release; task escape mechanism; other

5.2 Are other staff aware of the need for a planned response to the pupil? YES / NO

6. Follow up Action

6.1 The incident was reported by:

_____)
(designation: _____)

6.2 Parent/Carer was informed by:

Telephone Letter (with pupil) Letter (post) Personally

When were they informed? Time: _____ Date: _____

Incident form completed by: _____ Post held:

Date: _____

Copies to: _____ School File