



Holy Trinity C of E Primary Academy

Vision Statement

Inspired by and rooted in Christian values and teachings, Holy Trinity CE Primary Academy will provide a caring, sharing environment which affirms the unique importance of each individual. The academy will enable everyone to develop their skills, abilities and talents so that all are equipped to take their place as responsible citizens of the world.

POLICY DOCUMENT	Force & Restraint Policy & Guidance
Status	Recommended
Legislation	<i>Section 93 of the Education and Inspections Act 2006</i>
Lead Member of Staff	Headteacher
Lead Governor (Monitoring)	Chair of Governors
Publication/Revision Date	
Governor Committee	
Approval Date and by	
Review Frequency	
Date of next review	21/1/2018
Publication Date: Academy Website/ Staff information folder	
Chair of Governing Body/Sub-Committee signature	
Supporting documents	

1.0 Introduction:

- 1.1 Holy Trinity CE Primary Academy is committed to maintaining the safety of children and staff. Situations involving decisions about whether to use force can occur in our Academy. This policy seeks to establish clear guidelines on the use of force by staff and acts as an important part in minimising risks associated with choosing to use or not use force.
- 1.2 This provision applies whether the child is at the academy or on an organised activity, for example an educational or offsite visit. However, the section does not cover all situations in which it might be reasonable to use a degree of force. For example, everyone has the right to defend themselves against attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a student was at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene.

2.0 Aim

- 2.1 Through the academy's behaviour policy children are clear about what is and what is not acceptable behaviour, and the rewards and sanctions that will be applied in different situations. The context of a well ordered and calm environment will mitigate against restraint being necessary. However, if restraint is used Governors, staff, pupils, parents and carers need to be clear about whom, how and when it should be applied.

3.0 Links with other policies

- Child Protection
- Behaviour
- SEN

4.0 The Legal Framework

- 4.1 Section 89 of the Education and Inspections Act 2006 introduces, for the first time, a statutory power for teachers and certain other academy staff to discipline pupils. This is further defined in the DES guidance 'Ensuring Good Behaviour in schools.' July 2011.
- 4.2 All academy staff has the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

5.0 Definition of restraint

- 5.1 Physical restraint is the positive application of force with the intention of protecting the child from harming him/herself or others or seriously damaging property.
- Before physical restraint is applied all strategies of behaviour modification and diffusion should be attempted
 - It 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
 - Only minimum and proportional force should be applied.
 - If restraint does have to be used on a child it will be viewed by the academy as serious and all necessary steps will be taken to try to prevent the situation happening again.
 - Parents will always be informed and involved

6.0 Alternative strategies

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

- the broken record in which an instruction is repeated until the child complies
- 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
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- 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 with later when emotions are no longer running high)
- the employment of other sanctions consistent with the Academy's policy on behaviour.

7.0 When might it be appropriate to use reasonable force?

7.1 Examples of situations that may require restraint are when:

- a child attacks a member of staff, or another child
- children fighting
- a child is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- a child absconding from a class or trying to leave school (NB this will only apply if a child could be at risk if not kept in the classroom or at school)
- a child persistently refuses to obey an order to leave an area and would be at risk or cause risk to others if they were to remain
- a child behaves in such a way that seriously disrupts a lesson.

7.2 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 child 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.

7.3 There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a child's path or the staff member physically interposing him or herself between the child and another child or object. However, in some circumstances, direct physical contact may be necessary.

7.4 In all circumstances other methods should be used if appropriate or effective physical restraint should be a last resort.

7.5 Criteria to be applied when judging what is reasonable:

- the circumstances of the particular incident must warrant it
- the degree of force must be in proportion to the circumstance
- the age, understanding and sex of the pupil

7.6 When Physical Restraint becomes necessary:

DO

- Tell the child what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the child 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 child'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 child
- Attempt to reason with the child
- Involve other children 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 child in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil

- 7.7 In addition, the adult should seek as far as possible, given all the circumstances of the situation to:
- Seek to lower the child's level of arousal during the restraint by offering verbal reassurance and avoiding generating fear of injury in the child
 - Cause the minimum level of restriction of movement of limbs, consistent with the danger of injury
 - Take account of the danger of accidental injury during the restraint by using a suitable method for the environment in which it takes place.

8.0 Actions after an incident

- 8.1 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 of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised.
- 8.2 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 on-going pattern it may be necessary to address the situation through the development of a behavioural IEP, which may include an anger management programme, or other strategies agreed by the SENCO.
- 8.3 It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.
- 8.4 All incidents should be recorded 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.

9.0 Reporting and Recording of incidents

- 9.1 All incidents will be reported to a member of the Senior Leadership team and headteacher as soon as possible.
- 9.2 All incidents will be recorded as soon as possible after the event using the academy's incident sheet (Appendix 1)
- 9.3 The following information will be detailed:
- the name(s) of the child(ren) involved
 - the name(s) of the adults(s) involved
 - when and where the incident took place

- why the use of force was deemed necessary
- details of the incident, including all steps taken to diffuse the situation and resolve it without force and the nature of the force used
- the child's response
- the outcome of the incident
- a description of any injuries suffered by the child or others and/or any property damaged during the incident.
- when and how the parent was contacted
- follow up action

10.0 Informing parents/carers

- 10.1 If it is felt by the academy that restraint of a child might be necessary in the future, this will be discussed with the parent/carer beforehand. A strategy will be discussed, agreed and recorded.
- 10.2 If restraint has not been predicted but is deemed necessary, parents/ carers will be informed by the academy as soon after the event as possible. Parents/ carers will be asked to come to the academy to discuss the incident, why it occurred and to agree action that will prevent reoccurrence. The child will be involved in this meeting as appropriate.

11.0 Complaints

- 11.1 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 children's services department under child protection procedures.
- 11.2 It is our intention to inform all staff, children, parents and governors about these procedures and the context in which they apply.

12.0 Document History

Date	Description