



Cleeve  
Park  
School

# Restraint Policy

## September 2020

To be reviewed September 2021

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## **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 Executive Head Teacher, to use such force as is reasonable in the circumstances, to prevent a student 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.

(Examples of possible situations are given in Appendix 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.

### **General policy aims**

Cleeve Park School 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 Safeguarding Policy.

### **Specific aims of the restraint policy**

- To protect every person in the school community from harm
- To protect all students 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. 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 and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of students during the school day, or during other supervised activities, they are acting in loco parentis and should, therefore, take reasonable action to ensure student's safety and well-being.

Failure to physically restrain a student 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.

### **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, in many circumstances there are alternatives e.g. the use of assertiveness skills such as:

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

### **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 student to regain self-control. -It should never take a form which could be seen as a punishment.

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 student 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. In some circumstances direct physical contact may be necessary.

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

### **When physical restraint becomes necessary:**

#### **DO, if possible**

- Tell the student what you are doing and why
- Use minimum force necessary
- Involve another member of staff if possible
- Tell the student what they 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 student's compliance

#### **DON'T**

- Involve yourself in a prolonged verbal exchange with the student
- Involve other students in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Act in temper (involve another staff member if you fear loss of control)

### **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 student. 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 SIMs 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 SENCO. 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 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 student 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 student (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

### **Appendix 1**

When might it be appropriate to use reasonable force?

Examples of situations that may require restraint are when:

- a student attacks a member of staff, or another student fighting
- a student is causing, or at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials, substances or object
- a student is running in a corridor or on a stairway in a way which they might have or cause an accident likely to injure themselves or others
- a student absconding from a class or trying to leave school (NB this will only apply if a student could be at risk if not kept in the classroom or at school)
- a student persistently refuses to obey an order to leave an area

This list is not exhaustive.

## Appendix 2

### Record of Restraint

Date of incident:

Time of incident:

Student name:

Date of birth:

Member(s) of staff involved:

Adult witnesses to restraint:

Student witnesses to restraint:

Outline of events leading to restraint:

Outcome:

Description of any injury sustained and any subsequent treatment:

Date/time parent/ carer informed of incident:

By whom informed:

Outline of parent/carer's response:

Signature of staff completing the report:

Brief description of any subsequent inquiry/complaint or action: