

Ringway Primary School

Violence & Restraint Policy

The Future starts here

Our aim is to provide the foundations for a positive future for our pupils.

A future where pupils learn to stay safe, to understand the importance of a healthy lifestyle , and to enjoy all they do.

A future where they are money smart & make a positive & respectful contribution to their culturally diverse community - at a local, national & global level.

A future where they aspire to be the best they can be & achieve their full potential.

CreatedNov 2016

ReviewNov 2019

Signed C of Gov.....

Headteacher.....

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B) INTRODUCTION OF VIOLENCE / RESTRAINT POLICY

This statement of Violence and Restraint Policy is produced in respect of Ringway Primary School and forms the basis of future planning and implementation for the support of related prevention and management of violence matters and restraint issues within the school.

This policy is written in conjunction with existing policies (e.g. Behaviour Management), guidelines (e.g. DFEE Circular 10/98) and regulations (e.g. European Conventions on the Rights of the Child) and related matters of equal opportunities, special needs requirements and health and safety issues.

As the school takes pride in providing a safe and stimulating environment in which its pupils can learn and its staff can work, it also looks at violence and violent behaviour as the direct opposite of the School's aims and objectives. With this in mind the School will ensure that this policy will stay in practice to deter the threat or actuality of violent action, conduct, or language.

The School and its Governors endeavour to identify, reduce and if possible eliminate any risks by creating a safe working environment while supporting staff during period of disturbances and beyond.

This policy, and any associated procedures, applies to all staff and pupils of the School. The School will co-operate with the Police and other authorities in seeking to ensure that violent behaviour is prevented, or properly dealt with, outside the direct area of its responsibilities.

In all circumstances the School will always try to work with parents/carers to ensure that pupils behave well both at school and at home.

C) PURPOSE OF POLICY

- ◆ *To establish clarity amongst Governors, staff, parents and pupils as to the circumstances in which physical intervention may be appropriate.*
- ◆ *To propagate strategies and working models to avoid restraint in as far as possibly feasible.*
- ◆ *To describe what actions staff may take when incidents occur which may require the physical restraint of a pupil.*
- ◆ *To describe what actions staff should not take when incidents occur which may require the physical restraint of a pupil.*

- ◆ *To define the procedures that must be taken before, during and immediately after any such incident.*

D) STATEMENT OF GENERAL POLICY.

1. The Governors

- 1.1 The Governors are to work in conjunction with current requirements, information, and procedures in order to implement or alter (if applicable) this Violence/Restraint Policy.
- 1.2 The Governing Body recognises the need to identify organisational arrangements in the school for implementing, monitoring, and controlling Violence matters including general and specific risk assessment.
- 1.3 It also recognises the importance of information transferred to staff and the necessity to have staff trained and/or advised according to current standards, regulations, and restrictions applying. This is to provide adequate, information, instruction, and supervision in order to enable members of staff employed or working at the school to perform their duties in safety and efficiency.
- 1.4 It is the Governors policy to take steps within their power to prevent any physical ill health to staff, pupils, etc. as well as the need to implement a system to protect and support any member of staff, pupils, and visitors. Hence, The Governors are to support the provision of a working environment that is reasonably and practicably safe.
- 1.5 The Governors are to make arrangements for ensuring that a system is in place to provide extra support in case of violent occurrences and promote the development and maintenance of sound health and welfare practices by means of support and information.
- 1.6 The Governing Body is to maintain a close interest in all violence related matters insofar as they affect activities in and out the premises under the control of the school.
- 1.7 The school Governors will require reviewing periodically information on Violence and Restraint matters in order to determine the strengths and weaknesses of the current policy.
- 1.8 The Governors recognise that violence is an area where everybody at the school needs to be paying special attention. This is to include issues at work and outside the school (if applicable).

- 1.9 Governors are aware that the employees' responsibilities fall on every individual member of staff and that they all have a degree of accountability for implementing this policy.
- 1.10 Governors will meet when occurrences occur to discuss specific and general issues connected to problem and its related risk assessment.

2. The School and Its Management

- 2.1 The planning and implementation of the policy is the direct responsibility of the Headteacher, ensuring that Managers, Teachers and Supervisors at all levels and all other employees are required to co-operate with it. Arrangements are also to be made to bring it to the notice of all staff, including new employees, supply teachers, helpers, etc.
- 2.2 The School is to recognise that prevention is the best approach when it comes to managing violence as the impact of a violent incident is in itself managing a failure of practice and thus second best.
- 2.3 Accordingly, weight is to be given to prevention by ensuring that staff, pupils, and visitors are clearly aware of the School's policy in this area and of the consequences that might ensue should violent incidents occur.
- 2.4 The School is to be using all the 'tools' at its disposal, including referral to the police and to the courts, in attempting to ensure the avoidance of violence amongst the School and those who engage with it.
- 2.5 The School will support any member of the School who in the course of their employment or studies has been a victim of violence or who has witnessed a violent incident. This may extend to the provision of legal advice should the circumstances so warrant.
- 2.6 The Head Teacher is to report to the Governors as soon as a member of staff indicates that they have been involved in a violent act. All Information is to be properly communicated to the Governing Body along with any relevant issues as indicated in this policy.
- 2.7 Overall, The School is to encourage an atmosphere of openness, mutual support, and respect when it comes to any violent related matters.
- 2.8 Finally, support, facilities, and settings are to be made available at the school

when a member of staff is attacked or a child had to be restrained.

3. School Staff / Employees

- 3.1 Staff have the right to defend themselves or others against an attack, providing they do not use a disproportionate degree of force to do so. They also have the right to restrain children if they deem it to be essential.
- 3.2 All staff should have a sound knowledge of the school's strategies for dealing with pupils who are distressed, angry, or potentially dangerous. Techniques for calming pupils or re-directing their outbursts should always be used prior to the use of any physical contact.
- 3.3 Staff should contact the Headteacher as soon as they are attacked or when any incident in which a member of the School's staff, pupil, visitors, etc. is abused, threatened, subjected to overly aggressive behaviour.
- 3.4 Staff should be aware of the facilities available to them and use these facilities when judge required.
- 3.5 Staff should take responsibilities under this policy to provide a safe environment.
- 3.6 Staff should be made aware that copies of the School's violence policy will be available at all times in the Staff room, School office, or Head's office.
- 3.7 Finally, it should be indicated that all employees have a legal responsibility to co-operate with the employer and therefore the Headteacher and/or delegated representative(s) so as to achieve a healthy and hazards-free workplace and to take reasonable care for themselves and others who may be affected by their actions and/or omissions

4. Prevention and management of Violence

4.1 Defining Violence

- 4.1.1 Any incident in which a member of the School's staff, pupil, visitors, etc. is abused, threatened, subjected to aggressive behaviour or language, or assaulted. This is in circumstances arising in or out of the course of their employment or studies and whether or not any damaging or hurtful effect, either physical or emotional, result.
- 4.1.2 There are two types of violence described as physical and non physical.

4.1.3 Non physical violence indicated as bullying, harassment in all forms, threatening gestures, insults, racial or sexual abuse, verbal (e.g. swearing or shouting), written abuse, etc.

4.1.4 Physical violence considered as biting, kicking, punching, pushing, sexual assault, spitting, throwing objects, use of weapons and imitation weapons, etc.

4.2 Defining restraint, physical intervention and/or holding still

4.2.1 Restraint occurs when a member of staff uses physical force intentionally to restrict a child's movements, against his or her will. The term does not apply to everyday physical contact which may occur between staff and pupils in other situations. Examples of this could be, giving assurance to a child, leading them by the hand or physically supporting them in PE. Staff should not be inhibited from providing such contact when it is appropriate to do so.

4.2.2 Physical intervention is the actions by which one person restricts the movements of another and/or any form of physical contact with the intention of containing the behaviour of a child. These includes: the positive application of force with the intention of over-powering; the use of physical force intentionally to restrict a child's movement against his or her will; physical control as defined by the actions of force and the positive use of minimum force to divert a child.

4.2.3 The Department of Health for England defines restraint as: 'the positive application of force with the intention of overpowering the child'.

4.2.4 Holding still means immobilisation, which may be by splinting, or by using limited force. It may be a method of helping children, with their permission, to manage a painful procedure quickly or effectively. Holding is distinguished from restraint by the degree of force required and the intention.

4.3 Prevention

4.3.1 The prevention and management of violence is part of the School's Health and Safety at Work Strategy. Providing a safe environment in which to study and work is fundamental to ensuring the success of that strategy.

- 4.3.2 To help ensure acceptance and furtherance of this principle the School will from time to time update information and guidance on: 1) the prevention and management of violence; 2) accessible procedure to promptly and effectively deal with complaints of violence; and 3) make support available to those who may be victims of violence or who witness violent incidents.
- 4.3.3 Restraint, holding or containing without the child/young person's consent are to be used as a last resort and are not to be the first line of defence. De-escalating techniques (see 5.1) are to be prioritised over any other methods when and where applicable.

4.4 Disciplinary Procedures

- 4.4.1 Staff and pupils are subject to disciplinary procedures that, amongst other things, proscribe violent behaviour. The School will take disciplinary action in accordance with its procedures against anyone who behaves in a violent manner (as defined above) including, should it be necessary, the immediate exclusion of the perpetrator from the premises. The School may also seek injunctions to exclude the perpetrators of violence from the premises in order to protect staff and pupils from further violent incidents.
- 4.4.2 Being under the influence of alcohol or otherwise intoxicated will not be admitted as a mitigating factor or an excuse and may be regarded as an aggravating feature.

4.5 Risk Assessment

- 4.5.1 The principal aim at all times is the avoidance of encountering aggressive behaviour or violent situations. This will be achieved by the application of appropriate risk assessments and safeguards. However, if aggression or violence does occur then the safety of members of the School is of primary importance and all other considerations secondary.
- 4.5.2 Relevant staff (e.g. Line managers, etc.) are expected to conduct suitable and sufficient risk assessments and these must cover the possibility of having to confront violent behaviour. Those areas that are more prone to the possibility of such behaviour must pay special attention to ensuring there are suitable preventative and management measures in place and that staff and others are fully aware of them.
- 4.5.3 Any measures or training needs identified as necessary by the risk assessment should be put in place as soon as is practicably possible.

- 4.5.4 Employees who work with client groups with specific needs should receive training in restraint e.g. (Crisis and Aggression Limitation and Management (CALM)). When and where possible, only those employees who are deemed competent following training should be permitted to apply restraint techniques in the course of their duties.
- 4.5.5 Pupils with learning difficulties and other behavioural and psychological disorders e.g. Autistic Spectrum Disorders; emotional behaviour issues; Oppositional Disruptive Disorder; etc. should be assessed individually and monitored in an appropriated ways.
- 4.5.6 In formulating a risk assessment line managers may need to seek advice as necessary from companies or individuals that may have an involvement or expertise in dealing with violent incidents and behaviour.
- 4.5.7 Additional risk assessments should be including off-site visits, school trips/holidays, and activities such as school clubs, discos, etc.

4.6 Reporting of Incidents

- 4.6.1 Staff need to notify the Headteacher or Deputy Headteacher as soon as possible after an incident of restraint. Any incidents that involve violence perpetrated by pupils or staff must be reported in accordance with School procedures so that the appropriate disciplinary procedures can be followed.
- 4.6.2 All information related to incidents involving violence must be put in writing using the School's Restraint Incident Form. A copy is to be retained by the class teacher, a copy kept in the school office .
- 4.6.3 Any injuries to staff, pupils, or property should be recorded. If applicable, The Local Education Authority or HSE might need to be contacted (e.g. following sustained injuries) via the official form.
- 4.6.4 Following a violent incident or report of an incident, a relevant member of staff should debrief the victim (or witness) and note details of the incident. Consideration should be given at the time if counselling or additional support is required.
- 4.6.5 The School will encourage victims of violent behaviour to report the incident to the police.

4.6.6 Parents should be informed promptly and given the opportunity to discuss the incident. The child should also be given the opportunity to record his or her views when they are calm.

4.6.7 Staff's involved in the incident should be supported as required and the incident should be reviewed by all teachers in order to minimize the possibility of restraint being needed again.

4.7 Damage to property, etc.

4.7.1 The School (via its Insurance Officer, or others) will consider claims for compensation in respect of damage caused to personal property, such as furniture, equipment, clothing, etc. as a result of a violent incident.

4.8 Legal issues related to Restraint and Violence

4.8.1 There is no legal definition of reasonable force provided by the DfES, so it is not possible to set out comprehensively when it is reasonable to use force or the degree of force that may be reasonably used.

4.8.2 The use of force can be regarded as reasonable only if the circumstances of a particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not justify the use of physical force. Therefore physical force should not be used to prevent a pupil committing a trivial misdemeanour or any situation that can clearly be resolved without force.

4.8.3 There is no legal framework indicating that any physical contact with a child is unlawful, however lack of clarity with this matter could contribute to the risk of legal proceedings.

4.8.4 In some circumstances, by not acting staffs might think that this could reduce risk of legal action against them, however, if you do not act (e.g. restraining to keep a child safe), in legal terms then it is neglect. Neglecting your duty or responsibility by not doing anything might make risk of legal action greater.

4.8.5 When restraining, holding still and containing children and young people staffs must consider the rights of the child and the legal framework surrounding children's rights, including the Human Rights Act and the European Conventions on the Rights of the Child.

- 4.8.6 The law of self defence entitles any individual who is subject to violence to apply 'reasonable force.' There is a fine line between self-defence and physical assault, however. Consequently, employees must be aware that excessive force could constitute physical assault and have legal repercussions.
- 4.8.7 To reduce and/or eliminate possible claims of sexual abuse, restraint should never be used by holding areas or parts of the body, in a way that might be considered indecent.
- 4.8.8 Consideration is to be given to providing financial and other support to an individual or individuals in respect of legal costs, where legal advice and/or further support might be appropriate in dealing with the consequences of violence.

5. AREAS OF ASSESSMENT

5.1 De-escalation techniques

- 5.1.1 These are techniques to reduce the level and intensity of a difficult situation. De-escalation means making a risk assessment of the situation and using both verbal and non-verbal communication skills in combination to reduce problems.
- 5.1.2 Before intervening physically, a teacher (or other relevant members of staff) should, wherever practicable, tell the pupil who is misbehaving to stop and what will happen if he or she does not. The teacher should continue attempting to communicate with the pupil throughout the incident. If the risk is not so urgent teachers and other members of staff should consider carefully whether, and if so when, physical intervention is right. Teachers should always try to deal with a situation through other strategies before using force. All teachers need to develop strategies and techniques for dealing with difficult pupils and situations, which they should use to diffuse and calm a situation.
- 5.1.3 Here are some techniques to be used when necessary or appropriate.
- 5.1.3.1 Appraise the situation quickly and decide whether or not it is controllable by oneself - especially in terms of physical strength.
 - 5.1.3.2 Send for help immediately (if not to help with the incident itself then to ensure that there are adult witnesses).
 - 5.1.3.3 Send away any other pupils who may be at risk or who may be exacerbating the situation.
 - 5.1.3.4 Intervene non-physically as quickly as possible, using a calm voice and displaying a calm and authoritative demeanour.

5.1.3.5 Try to interpose oneself between the protagonists (or between the protagonist and the object at risk) without using physical contact, and without putting oneself at risk.

5.1.3.6 Continue to talk calmly and non-judgementally to the protagonist(s) while they regain their composure and become able to follow normal verbal instructions.

5.2 Intervention

5.2.1 The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force should always be the minimum needed to achieve the desired result.

5.2.2 The child's best interest should always be the priority. Where possible, decisions should be made with the full agreement and involvement of parent or guardian (e.g. as part of risk assessment).

5.2.3 If and where applicable, an agreement should be made beforehand with parents/guardians and the child about what methods will be used, when they will be used and for how long. This agreement should be clearly documented in the plan of care and any event fully documented.

5.2.4 Members of staff should only restrain a child after the child has been warned that this will happen if the inappropriate behaviour does not stop. If possible two members of staff should be present when a child is restrained. Assistance should be summoned as soon as possible and other children should be removed from the area.

5.2.5 Physical restraint is never to be used in a way that might be considered indecent, or that could arouse any sexual feelings or expectations. Staffs should receive specific training in techniques of restraint and containment, to upgrade possible lack of confidence in using these techniques.

5.3 Principles

5.3.1 Staff should have grounds for believing that immediate action is necessary to prevent a pupil from injuring her/himself or others, or otherwise risking her/his or others' health and safety.

5.3.2 School staff are not expected to restrain a child if by doing so they put themselves at unacceptable risk.

- 5.3.3 It is recognised that staff will always have to decide whether attempting physically to restrain a pupil will improve or exacerbate the situation. A difficult situation may be worsened by attempts at physical restraint when dealing, for example, with some pupils with particular special educational needs.
- 5.3.4 Physical restraint should only be used as an exceptional measure when a pupil is placing her/himself or others at serious risk of harm. It should only be used when verbal comments do not control the unacceptable behaviour, and should never be used as a means of disciplining a pupil. Clearly it is not always possible to secure the presence of other staff before applying restraint but every possible effort should be made to do this.
- 5.3.5 Only the minimum force necessary to prevent injury or to remove the risk of harm should be applied and, if used, this should be accompanied by calmly letting the pupil know what s/he needs to do to remove the need for restraint.
- 5.3.6 Staff must be careful about how they restrain young people. The method of restraint or holding must not be open to e.g. of being a deliberate attempt to physically injure the pupil.
- 5.3.7 Physical restraint should be an act of care, not of punishment or aggression.
- 5.3.8 As soon as it is safe to do so, restraint should be gradually relaxed to allow the young person to gain self-control.
- 5.3.9 Physical restraint should not be used purely to force compliance with staffs' instructions when there is no immediate risk to the pupil or other individuals.
- 5.3.10 Any use of physical restraint must be recorded and the parent/carer must be informed by the Headteacher.

5.4 The application of physical restraint.

- 5.4.1 The welfare and safety of staff and children is paramount. Use the minimum reasonable force necessary to calm the situation.
- 5.4.2 Assess the situation and call, or send for help from colleagues, if needed.
- 5.4.3 Remember that other children should never be involved in restraint. As far as possible ensure other children are at a safe distance.

- 5.4.4 Children should, wherever possible, be given a verbal warning and/or instruction before the taking of any physical action. Staff should not feel limited to one warning before action is taken. It may be appropriate to repeat warnings several times.
- 5.4.5 The purpose of physical restraint is to prevent injury or danger. Only the minimum force necessary should be used. Staff should not attempt to physically restrain a child if they feel doubtful about their ability to safely overpower the child, e.g. the child is too strong, too violent, or armed with a dangerous weapon.
- 5.4.6 Whenever possible any action requiring physical restraint should take into consideration the safety and well being of other children who should be moved from the vicinity and that any dangers to the safety of the child are moved away, e.g. chairs, glass, sharp objects, or equipment.
- 5.4.7 Methods or techniques which enforce compliance and control by the application of pain are forbidden. The use of pressure against the joints, e.g. fingers, wrists, elbows are dangerous and should not be used. Although, it is understandable that it can be difficult to restrain a child without inflicting some pain, this difficulty will increase depending on the age/size of the child as well as the extent of the violence displayed.
- 5.4.8 In holding a child, staff should avoid the breast and upper thigh areas. The shoulder, upper arms and legs just above the knee are more suitable for the application of restraint. Holding clothing can be effective in controlling a child however this should not be done in a way which will expose parts of the child's body or affect breathing or restrict blood flow.
- 5.4.9 Throughout the restraint process staff should tell the child precisely what they are doing and why. This should begin with the first verbal warning and carry on through any subsequent physical restraint action. Children should always be given the opportunity to regain self-control and staff should be sensitive and alert to the child's verbal communication and body language during restraint. Staff should remind the child continuously that physical restraint will cease the moment they become calm and in control.
- 5.4.10 The child should not be restrained for any longer than necessary and when ready should be released in a planned and co-ordinated way. Follow-up procedures should allow for the child to regain composure after which staff should engage the child in discussion regarding the reasons and need for the restraint.

5.5 Follow up Procedures

- 5.5.1 The release of the child from physical restraint should be prepared carefully. Staff should ensure that the child has regained self-control and no longer poses a threat to self or others.
- 5.5.2 Physical restraint is a powerful and extreme method of control. The child's emotions and feelings are likely to be both confused and upset. The child should be allowed time to regain composure before staff offer a process of counselling.
- 5.5.3 Following restraint, any injuries to the child should be assessed and dealt with within the school's existing procedures including seeking medical assistance where necessary.
- 5.5.4 Any injuries should be recorded in the Accident Book as well as the appropriate Pupil Accident Form.
- 5.5.5 Members of staff involved in a restraint action may feel that they should be medically examined. Senior staff may also advise staff to seek medical examination when they consider this necessary. Injuries to staff should be recorded in the school's accident book as well as on an appropriate serious incident form.
- 5.5.6 Clear, careful recording is very important. The member of staff must provide a signed and dated report which details the behaviour of the child before, during, and after the restraint. Particular care must be taken to record how the child was restrained, e.g. where held, for how long. It is important that any staff who assisted with the restraint, or who witnessed it, should also provide a written report, signed and dated. All written reports must be given to the Headteacher and kept confidentially and not on the member of staff's personal file.

5.6 Reviewing the situation

- 5.6.1 It is recognised that if physical restraint has possibly been used unnecessarily or if the degree of physical restraint used might have been excessive, then the Headteacher will need to consider whether the pupil concerned might have been physically abused. In such cases the LA Policy on Allegations of Abuse against School Staff will apply and the child's Parent/guardian will need to be informed. The same applies for instances of physical restraint where a child has been physically injured. Similarly, in such circumstances, consideration will need to be given by the Headteacher to appropriate action within the school's and LA's disciplinary procedures.

5.6.2 These children will require an individual record of their behaviour and parents will be advised of concerns and also be involved in the process of addressing them. Concerns may be part of a SEN programme of support or SENCO can also make referrals to other agencies such as the Educational Psychologist or the Behaviour Support Unit. The Home School Link Worker may also be effective in working with the child and the family. Any referrals should be made through the Headteacher.

6. Restraint

6.1 When restraint can be (legally) justified or accepted.

DFEE Circular 10/98 gives examples of situations which may fall in this category.

6.1.1 A pupil attacks a member of staff, or another pupil.

6.1.2 Pupils are fighting.

6.1.3 A pupil is engaged in, or is on the verge of deliberate damage or vandalism to property.

6.1.4 A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects

6.1.5 A pupil is running in a corridor or on a stairway, in a way in which he or she might have or cause an accident, likely to injure him or herself or others.

6.1.6 A pupil absconds from a class or tries to leave school (NB. this will only apply if a pupil could be at risk if not kept in the classroom or at school).

6.1.7 In a way, any circumstances where a child is in danger of injuring themselves or someone else or on the verge of committing a criminal offence.

6.2 How restraint can be (legally) justified or accepted.

6.2.1 Only when force is used for defending or protecting.

6.2.2 Where action is necessary in self defence or because there is an immediate or imminent risk of injury to an adult or child.

6.2.3 Where there is an immediate risk of significant damage to property.

- 6.2.4 Where a pupil is behaving in a way that is severely compromising good order and discipline.
- 6.2.5 Only when the minimum amount of force required for the shortest amount of time is used.
- 6.2.6 Always when a member of staff make sure that the pupil is safe throughout any period of physical contact or restraint and stop if a child shows sign of difficulty in breathing, sudden changes in colour, distress, vomiting; etc.

6.3 Reasonable Force

- 6.3.1 Although there is no legal definition of reasonable force, Circular 10/98 gives some clarification of what might constitute reasonable force but stresses that it will always depend on the circumstances. The Circular explains that physical force cannot be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force. Any act of force to control or restrain must be consistent with the school's policy on behaviour and management, and used as a last resort when there is no alternative and that the minimum amount of force be used in accordance with the physical interventions.
- 6.3.2 In addition, some LAs propose that schools should ensure that the procedures for using force (set within the behaviour management policy) is made clear to parents through home school agreements and other documentation/meetings. Whether it is reasonable to use force and the degree of force that could reasonably be employed, might also depend on the age, understanding, and sex of the pupil.
- 6.3.3 Members of staff will need to assess the situation and make reasonably informed judgements in order to use strategies in line with the pupil's age and developmental level.
- 6.3.4 Member of staff should make it clear that physical contact or restraint will stop as soon as the pupil complies with the member of staff's instructions.
- 6.3.5 It is advised that, wherever possible, another member of staff is present, if staffs have to use reasonable force, in order to assist and/or act as a witness.
- 6.3.6 The teacher should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

6.3.7 A calm and measured approach to a situation is needed and teachers should never give the impression that they have lost their temper, or are acting out of anger, frustration, or to punish the pupil.

6.4 How restraint can be (legally) applied

6.4.1 Physical intervention can take several forms. It might involve staff physically interposing between pupils.

6.4.2 Blocking a pupil's path by standing in the way.

6.4.3 Holding (e.g. shoulder or upper-arm).

6.4.4 Leading a pupil by the hand or arm.

6.4.5 Pulling.

6.4.6 Pushing.

6.4.7 Shepherding a pupil away by placing a hand in the centre of the back; or (in extreme circumstances) using more restrictive holds.

6.5 How restraint should not be applied

6.5.1 In all circumstances, staff should not act in a way that might reasonably be expected to cause injury, for example by holding, a pupil around the neck, or by the collar, or in any other way that might restrict a pupil's ability to breathe.

6.5.2 Slapping, punching, or kicking a pupil.

6.5.3 Twisting or forcing limbs against a joint.

6.5.4 Tripping up a pupil.

6.5.5 Holding or pulling a pupil by the hair or ear.

6.5.6 Holding, a pupil's face down on the ground. Children should never be held face down on the floor or in any way where the child's airway is blocked.

6.5.7 Touching or holding, a pupil in a way that might be considered indecent.

6.5.8 Suddenly grabbing a pupil (regarded as bad practice).

6.5.9 Furthermore, the state of mind of the member of staff doing the restraining is to be sound and clear. Interventions caused out of anger or frustration should never be used.

D) CONCLUSION

This policy is to stress that physical intervention to enforce compliance with staff instructions is likely to be increasingly inappropriate with older pupils and is unlikely to promote lasting change. It should never be used as a substitute for good behaviour management.

We believe that the physical restraint of pupils should be avoided wherever possible and should be rarely used. Restraint of an individual should only be used in a context where it is judged to be essential and that there is no alternative method of altering a child's behaviour.

Pupils should be made aware that staff can remove them but only if it is essential. They should also learn of to trust member of staff to take control for their safety.

Finally, this policy is to confirm that all staffs who are employed at the school have a right to use reasonable force to prevent an attack against themselves or others.

F) IMPORTANT CONTACTS.

<u>ACAS</u>	0161 833 8500	/ http://www.acas.org.uk
<u>BACP</u>	0870 4435252	/ http://www.bacp.co.uk
<u>BABCP</u>	01254 875 277	/ http://www.babcp.org.uk
<u>CICA</u>	0800 358 3601	/ http://www.cica.gov.uk
<u>HSE Info Line</u>	08701 545 500	/ http://www.hse.gov.uk/contact
<u>Teacher Support Line</u>	0800 056 2561	/ http://www.teachersupport.info

Date: _____

Signed: Chair of Governors _____

Signed: Headteacher _____

To be updated by 2008

Ringway Primary School Restraint Incident Form

Pupil Name: _____

Date: _____ Time: _____

Location: _____

Description of Incident (attach separate report if necessary): This should include:
 1) the reason why force was necessary. 2) How the incident began and progressed, including details of the pupil's behaviour. 3) What was said by each of the parties? 4) The steps taken to diffuse or calm the situation. 5) The degree of force used, how that was applied, and for how long. 6) The pupil's response and the outcome of the incident. 7) Details of any injury suffered by the pupil, another pupil or a member of staff and of any damage to property.



Member of Staff Name: _____

Signed: _____ (member of staff involved)

Senior member of staff informed: _____

Headteacher's checklist:

	Yes	No
◆ Medical attention required for the pupil or other pupils?	<input type="checkbox"/>	<input type="checkbox"/>
◆ Medical attention required for staff?	<input type="checkbox"/>	<input type="checkbox"/>
◆ Reported as a Child Protection issue?	<input type="checkbox"/>	<input type="checkbox"/>
◆ Parents contacted?	<input type="checkbox"/>	<input type="checkbox"/>
◆ LEA contacted?	<input type="checkbox"/>	<input type="checkbox"/>
◆ Social Services contacted (for LAC)?	<input type="checkbox"/>	<input type="checkbox"/>
◆ Police contacted?	<input type="checkbox"/>	<input type="checkbox"/>
◆ Emergency services contacted	<input type="checkbox"/>	<input type="checkbox"/>
◆ HSE contacted	<input type="checkbox"/>	<input type="checkbox"/>