

Restraint Policy

Review Date	Reviewer	Review Completed	Adopted	Implementation
	M Haggarty	3.9.18	3.9.18	5.9.18
3.9.2020	D Taylor	July 2020	1.9.20	1.9.20
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Sacriston Academy Restraint Policy 2018 2019

Introduction

The 2006 Education and Inspections Act permits the use of reasonable force to restrain a pupil in the event of extreme behaviour. This policy has been written with reference to the July 2013 "Use of Reasonable force" document which is a non-statutory guidance document published by the DFE. See link below:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Restraint occurs when a member of staff uses physical force intentionally to restrict a child's movement against his or her will. It should rarely be used. Physical contact with pupils may occur under other circumstances such as providing physical prompts, giving support in PE and supplying reassurance. The term restraint does not extend to these situations. Staff should not be inhibited in providing such contact when it is professional and appropriate to do so. The school's restraint policy is developed in relation for the school's policy on managing behaviour. Similarly, the restraint of an individual pupil should be viewed in relation to plans to improve the child's behaviour.

Reasonable force may only be used in the following circumstances and as the very last resort by trained members of staff using approved 'Team Teach' techniques:

- in self-defence where risk of injury is imminent;
- where there is a developing risk of injury or significant damage to property;
- where good order and discipline are compromised;
- when the activity occurs on the school premises or during an authorised activity off the premises.

Aims

- At Sacriston Academy, physical restraint will only be used in extreme circumstances.
- Any force used should always be the minimum necessary to achieve the desired result and to prevent a pupil from:
 - injuring themselves or others;
 - committing a criminal offence;
 - causing damage to property;
 - engaging in behaviour which is prejudicial to maintaining good order and discipline.

Principles

When may pupils be restrained?

- Where possible staff should try to de-escalate the situation first. A physical intervention should only be used when other methods to manage the situation are inappropriate.
- In extreme circumstances (e.g. possession of weapons) it will be necessary to inform the Police.
- Examples of situations which may require physical restraint are when a pupil is:
 - attacking a member of staff or another pupil
 - fighting with another pupil
 - engaged in or is on the verge of committing deliberate damage or vandalism to property
 - causing or at risk of causing injury or damage by accident, rough play or by misuse of dangerous materials or objects
 - running in school in a way in which he/she might cause injury to themselves or others
 - absconds from a class or tries to leave the school
 - behaving in a way that is seriously disrupting a lesson
- In cases when the school is aware that a pupil is likely to behave in a way that may require physical restraint, plans will be made which address:
 - possible strategies for de-escalating the problem
 - ways of managing the pupil e.g. strategies, holds to be used
 - informing parents about specific action to be adopted
 - briefing staff to ensure they are clear about strategies
 - ensuring additional support can be summoned if appropriate

Who may restrain pupils?

- Physical restraint using 'Team Teach' techniques may be **only** be carried out by trained members of the school staff. There are currently nine members of staff trained in 'Team Teach' – Lisa French, Faye Bradford, Vicky Clues, Lauren Smith, Sarah Miller, Laura Holliday, Andrea Cossey, Annalei Inkster and Matthew Haggarty. Until one or more of these members of staff are present to support, no physical restraint should take place except in exceptional circumstances as detailed below.
- In exceptional circumstances or emergencies, such as an instance where there is a threat to the safety of a student or member of staff, staff should intervene in a reasonable and measured manner in order to prevent harm. In addition, everyone has

the right to defend themselves against an attack provided they do not use a disproportionate amount of force to do so.

- These arrangements apply at all times. The school has responsibility for pupils and extend to times when pupils are at after-school clubs or are off-site on educational trips. The policy does not apply to situations after children have been dismissed and left the school premises or have been collected by parents and are in their care.

How may pupils be restrained?

- A calm approach to a situation should be adopted:
 - Prior to intervention the adult should, if possible, summon assistance from colleagues (Senior Management) e.g. when dealing with more than one pupil, or if they believe that they may be at risk of injury. Help is best summoned via another adult, but another child will suffice if no other adult is available.
 - If a member of staff does not feel confident to intervene they should continue to attempt to defuse the situation verbally and to prevent the situation from escalating until help arrives.
 - Staff should remove other pupils who may be at risk.
 - The adult should, where practicable, inform the pupil to stop, and what will happen if they do not.
 - Attempts should be made to communicate with the pupil throughout the incident.
 - It should be made clear that physical restraint will stop as soon as it ceases to be necessary.
- Physical intervention may take several forms, but all are used following 'Team Teach' techniques.
- No restraint may be used which may be considered to be indecent or which may be expected to cause injury to the child. Staff must avoid touching or holding pupils in ways that could be construed to be abusive (ref. Child Protection Policy)
- Force which could cause injury includes:
 - holding around the neck
 - any hold that might restrict breathing
 - kicking, slapping or punching
 - forcing limbs against joints
 - tripping

- holding by the hair
- holding the pupil face down on the ground

Force like this should never be used. No force can ever be used as a punishment.

What to do after an incident of restraint

- All incidents when restraint is used should be recorded as soon as possible (within 24 hours) and the Headteacher notified. Reports should be recorded using the red bound book kept in the Head Teacher's office by the 'Team Teach' member/members of staff who used restraint as well as witness reports logged on CPOMS from other staff present and should include:

- name(s) of pupil(s) involved
- location of incident
- the reason force was necessary
- description of the incident
- steps taken to diffuse the situation
- degree of force used and for how long
- pupil(s) response and outcome of the incident (pupil voice)
- details of any injury suffered by anyone and damage to property
- statements from any witnesses should also be included in separate CPOMS entries

- Any staff injuries sustained will be recorded separately on an Accident Report Form in accordance with Health and Safety procedures.

- Pupils who have been restrained will be entitled to record their views when they have calmed down and will be given assistance to do so if necessary. These should be included in CPOMS entries.

- Parents will always be informed of any incident with their child involving the use of physical restraint and will be given an opportunity to discuss the incident. (How and when parents are informed is the decision of the Headteacher.)

- Pupils or staff who are involved in a difficult incident will have access to support as required via counselling by Senior Management.

- Sanctions following any incident where restraint has been used will be set on a case by case basis and in discussion with parents/carers and pupils following the general school behaviour policy.

Copy of 'Team Teach Aide Memoire' given to all staff

Team Teach Aide Memoire

Team teach techniques must only be employed as a last resort and when it is necessary to:

- Prevent a pupil from injuring themselves or others.
- Prevent a pupil from damaging property, including their own.

More specifically, restraint may need to be employed if a pupil is:

- attacking a member of staff or another pupil
- fighting with another pupil
- engaged in or is on the verge of committing deliberate damage or vandalism to property
- causing or at risk of causing injury or damage by accident, rough play or by misuse of dangerous materials or objects
- running in school in a way in which he/she might cause injury to themselves or others
- absconds from a class or tries to leave the school
- behaving in a way that is seriously disrupting a lesson

Where a pupil's behaviour has escalated and there are serious concerns over any of the above three areas, employ the following:

1. Teacher to request immediate support from a team teach trained member of staff.
 - If there is one in the class they can send for another colleague to support via a message with another adult in the room or a student going to request.
 - If there isn't one in the class, request to be made via reception staff via a neighbouring classroom colleague.
2. If there is a threat to other pupil safety, pupils to be removed to neighbouring class if possible or corridor if not. Pupil at risk to be left in room and monitored until support arrives.
3. While waiting and when support arrives, teachers and team teach member/members of staff should consider the following:
 - **Act**
Stop and think
Adopt a calm, non-threatening stance and posture
Slow controlled voice
Clear verbal directions
Pause and allow time for delayed compliance and help to arrive
 - **Balance**
Likely outcomes if force is used against likely outcomes if force is not used
Short term risks against long term risks
The best interests of the child against the best interests of other children and the rights and powers of staff
 - **Choose**

Persons who are most likely to succeed

Best place available

Best time available

Minimum use of force necessary to achieve desired result

4. When support arrives, trained member/members of staff to assess the situation and employ appropriate team teach technique.
 - Student should be escorted to a safe place and wait for de-escalation to be able to re-enter lesson.
 - Class should return to their original room to continue the lesson.
 - Student can be removed for the remainder of the lesson and judgement made by supporting staff as to when an appropriate reintegration can take place – this could be a few minutes, an hour or more depending on the severity of the students' behaviour.
5. Following the technique being employed, the team teach member/members of staff who used it must complete an entry the red bound book held in the Head Teacher's office on the day in detail.
 - The parents of the student to be contacted on the day to inform them and a photocopy of the red book entry to be sent home by reception staff, only after contact with parents has been made.
 - Any other staff witnesses to restraint being used to complete CPOMS entry.
 - Pupil voice must feature in the reporting from staff – this can be written by staff as reported by pupils or as copies of written statements from the student involved.
 - Executive Head teacher, Head teacher and SENCO to be informed as soon as it happens. SENCO to keep a log of all incidents in preparation to report each term in the governors report.