



EDUCATION – MY LIFE INDEPENDENT SCHOOL AND ALTERNATIVE PROVISION

PUPIL RESTRAINT POLICY

This policy links with Education - My Life Matter's (CIC) Behaviour policy and includes guidance all for staff. The value of one policy covering all matters is that parents can see what restraints will be used and the circumstances in which they will be used at Education-My life Matters Independent School and Alternative Provision.

This policy is applicable to all groups of individuals within the school regardless of gender, ethnicity, culture, religion, colour, disability, need or nationality. Our procedures on physical intervention/use of reasonable force comply with the non-statutory guidance set out in the DfE Use of reasonable force: Advice for headteachers, staff and governing bodies July 2013

What is reasonable force and when it should be used?

1. Force is usually used either to control or restrain. This can range from guiding a learner to safety by the arm through to more extreme circumstances such as breaking up a fight or where a learner needs to be restrained to prevent violence or injury.
2. 'Reasonable in the circumstances' means using no more force than is needed.
3. As mentioned above, schools generally use force when it is needed to control learners and to restrain them. Control means either passive physical contact, such as standing between learners or blocking a learner's path, or active physical contact such as leading a learner by the arm out of a classroom.
4. Restraint means to hold back physically or to bring a learner under control. It is typically used in more extreme circumstances, for example when two learners are fighting and refuse to separate without physical intervention.
5. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the learner.

Restraint Section 550(A) of the Education Act 1996 – The Use of Force to Control or Restrain Pupils – allows teachers, and other persons who are authorised by the Headteacher to have control or charge of C&YP, to use such force as is reasonable in all the circumstances to prevent a C&YP from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the C&YP were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the C&YP's own property);

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its C&YP, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

The provision applies when a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the C&YP concerned elsewhere e.g. on a field trip or other authorised out of school activity.

2 Minimising the need to use reasonable force

Staff should have good grounds for believing that immediate action is necessary to prevent:

- a pupil from significantly injuring himself or others,
- serious damage to property,
- a serious breach of school discipline

Staff should take steps in advance to avoid the need for physical restraint, e.g. through dialogue and diversion, allowing space, talking, listening and humouring, cajoling and reasoning, diversion and distraction, and the learner should be warned orally that physical restraint will be used unless he/she desists.

Only the **REASONABLE FORCE NECESSARY** to prevent physical injury or damage should be applied. Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants and witnesses. As soon as it is safe, restraint should be gradually relaxed to allow the pupil to regain self-control. Restraint should take place calmly but firmly. Restraint should be an act of care and control, not punishment. Physical restraint should not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.

Social, Emotional Aspects of Learning (SEAL) approaches to teach pupils how to manage conflict and strong feelings will be used throughout the school as part of the school's Personal, Social and Health Education teaching.

3. Staff authorised to use reasonable force

Permanent authorisation: All staff have been authorised to use force to restrain a learner although they may choose not to do so. They may be used in a supportive role.

Temporary authorisation: Any adult working with children in the school, whether on a supervisory, e.g. supply teacher or voluntary basis, e.g. parent helper/student, may need to use force to restrain a learner and will be given the statutory power to do so.

In any incidence where restraint is used the incident must be immediately reported to the Strategic Lead and recorded in the Cause for Concern book so that it can be correctly recorded.

This policy is evidence of the use of temporary or permanent authorisation to use force to restrain a learner. We understand that physical intervention of a nature which causes injury or distress to a C&YP may be considered under child protection or disciplinary procedures.

4. Using reasonable force

It is important to only use the minimum force necessary to achieve the desired result. Acceptable restraint procedures are outlined below. No other restraint should be used except in extreme emergencies and where there is no viable alternative.

Some acceptable restraint procedures

Method 1

1. At a desk the adult should sit on the 'non-occupied' side of the pupil.
2. Sitting closely together it prevents the pupil using his non-occupied hand.

Method 2

1. Used when there is a need to walk
2. When walking, a 'cross over' hands approach can be used, if appropriate.
3. This will prevent the pupil using his upper body in an aggressive fashion.

Method 3

1. The adult is behind the learner and grips his wrists in a 'cross-over manner
2. Care has to be taken to keep the learner's head away from the adult and to be aware of the learner's feet and legs.
3. At all times the learner must be given the opportunity to gain self-control.

5. Operational procedural points relating to the use of physical restraint

The circumstances and justification for using physical restraint must be recorded immediately. Afterwards, the learner should discuss and be counselled on why it was necessary to restrain him/her. He/she should also be given the chance to put his/her side of the story.

The Strategic Lead, Operational Lead, or senior member of staff authorised to act for the Head, should discuss the incident with the person using force within 24 hours. A full report of every incident should be prepared within 48 hours (the sooner the better). Where physical intervention has been used as a method of restraint the incident should be reported to the designated safeguarding member of staff for the school, who will record the incident.

Where it is clear that the person concerned needs further advice/support/training, the Head should take prompt action to see that it is provided.

Staff meetings should provide the opportunity for a 'post mortem' of the incident where discussion is essential to prevent the development of a culture where a physical response becomes routine.

6. Staff Training and Support

Managing learners, particularly those learners who exhibit challenging behaviour, is a very physically, emotionally and mentally demanding task. Staff will be given the opportunity to discuss incidents where physical restraint was employed and, in particular, to identify whether any alternative strategy might have been equally effective using non-physical intervention strategies.

This policy recognises an ongoing staff training need, with respect to management of behaviour and use of physical restraint and the Head and CPD Co-ordinator will ensure that behaviour management occupies a proportion of the annual training programme as well as on staff meeting agendas.

The Head and CPD Co-ordinator will also ensure all newly-appointed staff are introduced to this policy and given appropriate induction training. The whole staff will need ongoing updating of current information and strategies - teachers, mentors, teaching assistants and other support staff, as appropriate.

Specific behaviour related courses will also be brought to the attention of staff by the Headteacher or CPD Co-ordinator.

Teachers of learners who may have specific restraint plans in place will be briefed fully about the plan and strategies for management of this will be discussed with them by the SENCo.

Education-My Life Matters Restraint Incident Sheet

Learner's name		Day	Time	Location
Staff present		Member of Staff dealing with pupil pastorally		
Activity in progress		<i>Lessons in progress</i>		
DESCRIPTION OF THE ENVIRONMENT				
DESCRIPTION OF INCIDENT				
<ul style="list-style-type: none"> • details of the incident, including all steps taken to diffuse the situation and resolve it without force. • the nature of the force used and the pupil's response • the outcome of the incident 				

<ul style="list-style-type: none"> Description of any injuries suffered by the pupil or others and/or any property damaged during the incident. 					
Signed	Countersigned	Accident sheets completed	Body map attached	Photograph attached	Further sheets attached
Copy supplied		Home	School	LA	

7. Review

This policy will be discussed as appropriate at staff meetings, by the senior management team and the Executive Board. The policy will be changed, as appropriate, in the light of new legislation and behaviour management techniques. It will be reviewed triennially.