

BICKLEY PARK SCHOOL

PUPIL RESTRAINT POLICY

Introduction

This policy links with the school's overall pupil behaviour and discipline policy.

Objectives

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.

Equal Opportunities

This policy is applicable to all groups of individuals within the school regardless of gender, ethnicity, culture, religion, colour, disability, need or nationality. _____

Minimising the need to use force

- 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 pupil should be warned orally that physical restraint will be used unless he/she desists.
- Only the **MINIMUM 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.
- Pupils will be taught how to manage conflict and strong feelings as part of the school's Personal, Social and Health Education teaching.
- Where a pupil may require restraint that pupil should already have a plan in place

notifying staff that restraint procedures may be necessary. Parents/carers will have been involved in the creation of this plan.

- Pupils who do not have plans will have one drawn up should such a need arise following an incident.

Staff authorised to use force

Permanent authorisation

Currently, staff are not trained in restraining pupils but will be authorised to use force to restrain a pupil by the Headmaster in accordance with this policy, 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 pupil 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 relevant Assistant Head or Headteacher so that it can be recorded.

This policy is evidence of the use of temporary or permanent authorisation to use force to restrain a pupil.

Deciding whether to use force

- A distinction must be maintained between the use of 'one-off' intervention, which is appropriate in the particular circumstances, and using it repeatedly as a regular feature of a regime.
- Staff must be able to show that the method of intervention was in keeping with the incident that gave rise to it.
- The degree and duration of any force applied must be proportional to circumstances.
- The potential for damage to persons and property in applying any form of restraint must always be kept in mind.
- The failure of a particular intervention to secure a pupil's compliance should not automatically signal the immediate use of another more forceful form of intervention.
- Escalation should be avoided if possible, especially if it would make the overall situation more destructive and/or unmanageable.
- The age and social competence of the pupil should be taken into account in deciding

what degree of intervention is necessary.

- Consideration should be given to approaches to control that would be appropriate to that particular pupil.
- The risk associated with not using force should be outweighed by those of using force.

Operational procedural points relating to the use of physical restraint

- The circumstances and justification for using physical restraint must be recorded immediately.
- Afterwards, the pupil 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 head teacher, or senior member of staff authorised to act for the head teacher, should discuss the incident with the teacher/person using force within 24 hours.
- A full report of every incident should be prepared within 48 hours (the sooner the better).
- Where it is clear that the teacher concerned needs further advice/support/training, the head teacher 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.

Using force

- It is important to only use the minimum force necessary to achieve the desired result.
- It is important that a pupil should be warned, where appropriate and where time allows, that he/she will be restrained and that force will have to be used.
- Acceptable restraint procedures are outlined below. No other restraint should be used except in extreme emergencies and where there is no viable alternative.
- Always try to ensure that another adult is with you if you should need to use force.

This other adult will be present to support, observe and call for assistance.

Acceptable restraint procedures

Method 1

1. Usually most suitable with a small pupil.
2. Sit on knee with arms held across chest, holding hands or wrists.
3. Keep pupil's head level with chest and move forward if pupil attempts to head butt.
4. If necessary, hook heels over pupil's legs.
5. If assistance is required, second adult should hold down pupil's legs, averting head to minimise attention. Always act on instructions of holder.
6. Release slowly as pupil calms.



Method 2

1. Slightly older pupil.
2. Try to support own back against wall/cupboard etc.
3. Keep pupil's head level with chest and move forward if pupil attempts to head butt.
4. If necessary, hook heels over pupil's legs.
5. If assistance is required, second adult should hold down pupil's legs, averting head to minimise attention.
6. Always act on instruction of holder.
7. Release slowly as pupil calms.



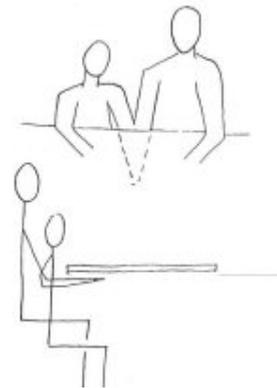
Method 3

1. Can be used if pupil already seated or can be taken to chair if more easily containable in this position than 1 or 2.
2. Hold hands down if pupil is likely to hit out or attempts to injure self (by biting hand, hitting head, etc)
3. Use own knees to restrain legs if pupil attempts to kick.
4. Be aware of pupil tipping back or moving forward to bite.
5. Release slowly as pupil calms.
6. Allow up from chair when quiet.



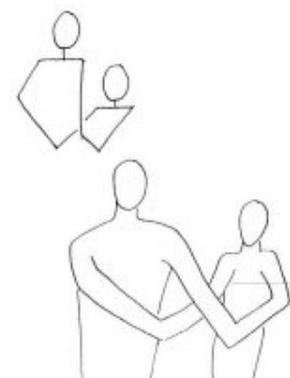
Method 4

1. This is for junior/early secondary pupils
2. At a desk the adult should sit on the 'non-occupied' side of the pupil.
3. Sitting closely together prevents the pupil using his non-occupied hand.



Method 5

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.



Staff Training and Support

Managing pupils, particularly those pupils who exhibit challenging behaviour, is a very physically, emotionally and mentally demanding task. Pupils on this continuum can engender high levels of stress that must be recognised and managed appropriately. Assistant Heads must be the first point of support alongside effective team discussion playing a major part in reducing anxiety and stress.

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 Headteacher and CPD Co-ordinator will ensure that behaviour management occupies a proportion of the annual training programme as well as on staff meeting agendas.

This policy will be a regular topic of discussion and review in departmental and senior management meetings. The Headteacher 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, TAs 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 pupils 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.

Review

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

This policy also broadly applies to the Early Years Department.

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| Author | Headmaster | |
| Date Approved | September 2017 | Chairman: MH |
| Date Approved | September 2017 | Headmaster: PW |
| Date for Next Review | September 2020 | |

Bickley Park School Pupil Restraint Incident Sheet

| | | | | | |
|---|--|--|--|---------------------|-------------------------|
| Pupil's name | Date | Day | Time | Location | |
| Staff present | | | Member of Staff dealing with pupil pastorally | | |
| Activity in progress | Participation of Student None Little Lot | | Staff contact None Little Lot | | |
| Describe the environment by ticking the relevant elements | | | | | |
| NOISE None A little Music Noisy | CLIMATE Cold Stormy Warm Comfortable | LIGHT Dark Normal Bright natural Bright artificial | ATMOSPHERE Relaxed Normal Rushed Excited | | |
| RECENT EVENTS Different staff Visitor present Sudden noise Pupil unwell | RECENT EVENTS PMT Special event In care Transition | TRANSPORT ETC Late On time Forgot hmwrk Forgot lunch | MEDICATION Taking medic. Given Due | | |
| <p>DESCRIPTION OF INCIDENT</p> <ul style="list-style-type: none"> • 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 • the nature of the force used and the pupil's response • the outcome of the incident • a 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 |

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School

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