
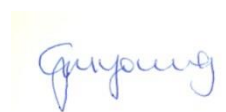




Houghton Primary School  
*Working hard to achieve our best*

Physical Handling and Restraint Policy

Date reviewed and adopted:	03.09.17
Reviewed and adopted by:	The staff of Houghton Primary School
Signed: Chair of governors	
Signed: Headteacher	
Date of next review:	Autumn 2018



### Introduction

This policy links with the school's overall pupil behaviour policy and includes guidance for staff and for pupils. 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.

### 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 reasonable 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 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.
- Teachers teach pupils how to manage conflict and strong feelings throughout the school as part of the school's Personal, Social and Health Education curriculum.

- 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 reasonable force

#### *Permanent authorisation*

- All staff who are Team Teach trained are authorised to use reasonable force to restrain a pupil 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 reasonable 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 Headteacher or Deputy Head so that it can be correctly recorded in the 'Physical Intervention Record Book' (the Blue Book) which is kept in the headteacher's office and parents will be informed.

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

### Deciding whether to use reasonable 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 reasonable 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.

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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 reasonable force should be outweighed by those of using reasonable 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 reasonable 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 review 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 reasonable force necessary to achieve the desired result.

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It is important that a pupil should be warned, where appropriate and where time allows, that he/she will be restrained and that reasonable force will have to be used.

Acceptable restraint procedures are outlined in Appendix 1. No other restraint should be used except in extreme emergencies and where there is no viable alternative.

Staff should always try to ensure that another adult is present should it become necessary for reasonable force to be used. This other adult will be present to support, observe and call for assistance.

### **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. Class teams must be the first point of support with effective team discussion playing a major part in reducing anxiety and stress.

Remember that every member is responsible for an effective team. 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 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 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, teaching assistants, lunchtime supervisors and other support staff, as appropriate.

Specific behaviour related courses will also be brought to the attention of staff by the Headteacher.

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 SENDCo.

**Equal opportunities**

This policy applies to all children regardless of their gender, colour, ethnicity, ability or disability, religion or nationality.

**Review**

This policy will be discussed as appropriate at staff meetings, by the Senior Leadership 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 annually.

September 2017

Date for next review September 2018

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**Appendix 1: 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.



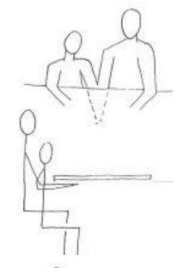
**Method 3**

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 Key Stage 2 pupils
2. At a desk the adult should sit on the 'non-occupied' side of the pupil.
3. Sitting closely together it 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.



**Method 6**

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

