



The Crypt School

PUPIL RESTRAINT POLICY

Lead Person : Assistant head - Pastoral
Governing Body Committee : Property, Health & Safety
Required by: Safeguarding

Rationale

This policy links with the school's behaviour and discipline policy and includes guidance for staff that hitherto has been provided for individual 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.

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

1 Minimising the need to use 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 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.

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.

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.

2. Staff authorised to use force

Permanent authorisation: All staff who are have been are authorised to use 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 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 Deputy Head or Headteacher 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 pupil.

3. 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.

4. 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, or senior member of staff authorised to act for the Head, 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 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.

5. 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.

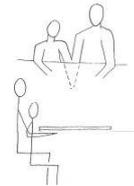
Acceptable restraint procedures are outlined below. No other restraint should be used except in extreme emergencies and where there is no viable alternative.

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.

Some acceptable restraint procedures

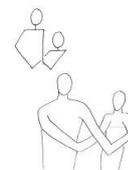
Method 1

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.



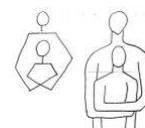
Method 2

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 pupil and grips his wrists in a 'cross-over' manner.
2. 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.
3. At all times the pupil must be given the opportunity to gain self-control.



6. Staff Training and Support

Managing pupils, particularly those pupils 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, TA's, midday supervisors 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.

Equal opportunities

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

7. 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.

Reviewed: June 2015

Approved by Governors: June 2015

Next review: June 2018

Crypt 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			Staff contact		
	None	Little	Lot	None	Little	Lot
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DESCRIPTION OF THE ENVIRONMENT						
<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 • Description of any injuries suffered by the pupil or others and/or any property damaged during the incident. 						
Signed	Countersigned	Accident sheets completed <input type="checkbox"/>	Body map attached <input type="checkbox"/>	Photograph attached <input type="checkbox"/>	Further sheets attached <input type="checkbox"/>	
Copy supplied	Home	School	LA			