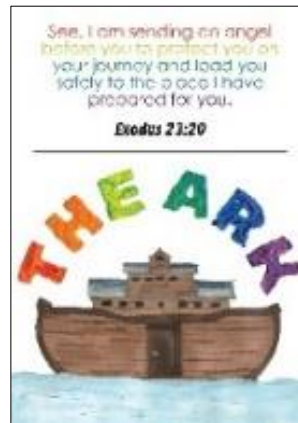


St Michael's CE (A)



Primary School

## Respectful Restraint Policy

(Physical Restraint and Positive Handling)

*The Lord says, 'For I know the plans for you...plans to give you hope and a future.'*

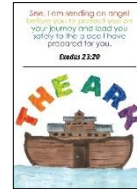
*Jeremiah 29 verse 11*

Policy adopted: Monday 13<sup>th</sup> May 2024

Policy Review: May 2025

Signed: **Sarah Douglas** (Chair of Governors)

## **Respective Restraint Policy**



### **1. Introduction**

- 1.1 This policy should be read in conjunction with the school's Positive Behaviour Policy and Child Protection and Safeguarding Policy. It details how we will implement guidance provided by the DfE and other relevant advice.
- 1.2 The term 'respectful restraint' includes a wide range of supportive strategies for managing challenging behaviour. A clear and consistent policy supports all pupils, including those with social emotional and behavioural difficulties, within an ethos of mutual respect, care and safety. This is underpinned by our Christian values and vision. As an inclusive Christian school, St Michael's Church of England (Aided) Primary School values everyone as a child of God and rejoices in its diversity. Our vision is to provide a happy, loving and nurturing environment where all have the confidence to make outstanding progress and so expand and fulfil their hopes and aspirations. Our inspiring, enriched curriculum promotes a thirst for knowledge and develops wisdom.
- 1.3 Staff have a duty to intervene to prevent pupils from hurting themselves or others, damaging property, or in order to maintain good order and discipline. Furthermore, the school takes seriously its duty of care to pupils, employees, and visitors to the school.
- The first and paramount consideration is the welfare of the children in our care.
  - The second is the welfare and protection of the adults who look after them.
- 1.4 Staff will be trained to look after pupils in their care and aim to focus on de-escalation techniques wherever possible.
- 1.5 The DfE non-statutory guidance document 'Use of reasonable force' (dated July 2013) provides advice for headteachers, staff and governing bodies:
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)
- 1.6 Section 93 of the Education and Inspections Act 2006 (the Act) enables school staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force.
- 1.7 DfE guidance on the use of reasonable force in schools (2013) also states that in addition to the general power to use reasonable force, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for "prohibited items". Force cannot be used to search for items banned under the school rules.
- 1.8 DfE guidance and the Act make it clear that school staff have a legal power to use reasonable force. However, wherever possible, only staff trained in the pre-emptive and responsive techniques will use physical intervention techniques with children, and only when necessary.
- 1.9 Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, damaging property or to maintain good order and discipline, we would expect accredited staff to take over as soon as possible. (See office for current list of trained staff).

- 1.10 In March 2019, the Equality and Human Rights Commission published the guidance document 'Human rights framework for restraint'. This guidance sets out key principles of articles 3, 8 and 14 of the European Convention of Human Rights (ECHR), incorporated into domestic law by the Human Rights Act 1998, which govern the use of restraint across all settings:

<https://www.equalityhumanrights.com/sites/default/files/human-rights-framework-restraint.pdf>

## 2. Physical Intervention

- 2.1 Physical intervention (Respectful restraint) is accredited and medically reviewed. through ICM. Staff undergo a full day's course led by two qualified trainers who are based at St Michael's and The Ark.
- 2.2 Staff who complete the course qualify at Level 2 in physical intervention.
- 2.3 The school will keep a list of staff qualified to use physical intervention.

## 3. Before using physical interventions

- 3.1 We take effective action to de-escalate and reduce risk by:
- Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning
  - Giving clear directions for pupils to stop
  - Reminding the pupil about the school rules of Ready, Respectful and Responsible and the likely outcomes of persisting with the unacceptable behaviour
  - Removing an audience or taking vulnerable pupils to a safe place
  - Making the environment safer by moving furniture and removing objects which could be used as weapons
  - Using positive guidance to escort pupils to somewhere less pressured
  - Ensuring that colleagues know what is happening and call for help
- 3.2 Whilst or before intervention, staff should speak calmly as a way of reassurance e.g. "I am doing this to keep you safe."

## 4. Use of Intervention

- 4.1 The term 'physical intervention' is used when force is used to overcome active resistance.
- 4.2 Physical intervention should only be used when there is no realistic alternative and for the shortest amount of time possible. We expect staff to use either a dynamic risk assessment or use the written risk assessment. We expect staff to think creatively about alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk. Any response to challenging behaviour should be **reasonable, proportionate, and necessary**. Physical intervention must only be in accordance with the following:
- The member of staff should have good grounds for believing the child is in immediate danger of harming themselves or another person, in danger of seriously damaging property or not maintaining good order or discipline
  - Only the minimum force necessary to prevent injury or damage should be applied
  - Every effort should be made to secure a minimum of two trained members of staff to be present before applying the intervention. Other staff can act as assistants or witnesses.
  - Once safe, the intervention should be relaxed to allow the child to regain self-control and to self or co-regulate.

- Intervention should be an act of care and control, NOT punishment
- Physical intervention should not be used purely to force compliance with staff instructions when there is no immediate danger to people and property
- After the event, the intervention should be discussed with the child, if appropriate, and the parents at the earliest opportunity.
- A record of the physical restraint intervention must be completed using the school's CPOMS software and in the Red Book (stored in the Headteacher's Room).

## **5. Dynamic Risk Assessment – Responding to unforeseen emergencies**

- 5.1 Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet.
- 5.2 An unforeseen event may require an emergency response with a dynamic risk assessment. After that event, staff have a duty to plan ahead and prepare a risk assessment in the form of a personal risk assessment.

## **6. Personal Risk Assessment**

- 6.1 Risk assessments are required for pupils who exhibit challenging behaviour. Responsible staff should think ahead to anticipate what might go wrong. Parents and outside agencies may support the process of writing the risk assessment.
- 6.2 When considering a pupil's behaviour, staff and parents will think about the following questions:
- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
  - Have we got all the information we need to conduct the risk assessment?
  - Have we provided a written plan?
  - What further steps can we take to prevent dangerous behaviour from developing?
- 6.3 Staff may also need to make a personal risk assessment (PRA) where it is known that force is more likely to be necessary to restrain a particular pupil, such as a pupil who is considered to be at greatest risk of needing positive handling interventions due to their special educational need (SEN) or disability. Plans should be compatible with a pupil's EHCP and properly documented in the school records.
- 6.4 A personal risk assessment is essential for pupils whose SEND are associated with:
- Communication impairments that make them less responsive to verbal communication
  - Physical disabilities and/or sensory impairments
  - Conditions that make them fragile, such as haemophilia, brittle bone syndrome or epilepsy
  - Dependence on equipment such as wheelchairs
  - Children with Social Emotional and Mental Health needs who find it difficult to control and/or articulate their emotions
- 6.5 Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk, should have a personal risk assessment. The plan details strategies which have been found to be effective for that individual, along with any particular responses which are to be avoided. Any particular physical techniques which have been found to be effective should be named, along with any alerts to any which have proved to be ineffective or which have caused problems in the past. Personal risk assessments should be considered along with the child's EHCP or any other planning document relevant to the pupil. The personal risk assessment should take account of the age, sex, level of physical, emotional and intellectual

development, special needs and social context. Parents will be involved in the writing of each personal risk assessment and personal risk assessment review (Appendix 1).

## **7. Post Incident Debrief**

- 7.1 After any incident a full debrief should take place so that learning can inform practice.
- 7.2 Following an incident, it is the policy of the school to offer support to all involved. This is an opportunity for learning, and time needs to be given for following up incidents so that pupils and staff have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate another person's perspective.
- 7.3 It is difficult to devise a framework of support that meets the needs of all. As individuals we all vary in how much support we need after an unpleasant incident. Generally, a member of senior staff would expect to talk to staff and children involved in any incidents involving any restraint. If the staff or pupils need time to rest or compose themselves, then a member of the SLT will make arrangements for this to happen.
- 7.4 Following an incident, consideration may be given to conducting a further risk assessment, reviewing the Personal Risk assessment, the school Positive Behaviour Policy or this policy. Any further action in relation to a member of staff or pupil will follow the appropriate procedures.

## **8. Recording**

8.1 Good practice requires that:

- All incidents where friendly guides and escorts are used will be part of the daily tracking observations recorded on CPOMS
- All other incidents involving restraint will be recorded on CPOMS in the Positive Handling category.
- Staff will also complete the incident in the 'red book'
- Within these recording strategies, all details must be recorded within 24 hours of the incident and, if entered onto CPOMS an SLT member must be alerted. A telephone call with parents will take place to inform them of the incident. All staff involved in an incident should contribute to the record which should be completed before the colleague leaves site that day or, in the event that is not physically possible, at the latest within 24 hours of the event occurring.
- Any injury/harm to staff or children involved in an incident must be reported to an SLT member and accident reporting procedures followed.

## **9. Monitoring and Evaluation**

- 9.1 The Headteacher will ensure that each incident is reviewed and instigate further actions as required.
- 9.2 Paragraph F2 of the Human rights framework for restraint states 'To know whether discrimination is occurring, public bodies should collect and analyse data on their use of restraint, to identify if restraint is being used disproportionately against people with particular protected characteristics under the Equality Act 2010, or who share other identifiable group characteristics, for example, women, ethnic minorities, or people with particular impairments such as learning disabilities.' The Headteacher will regularly review the use of restraint to avoid unintended discrimination.

## **10. Complaints and Allegations**

10.1 Any complaints will follow the school's Complaint Procedure.

## **11. Other physical contact with pupils (DfE Use of reasonable force 2013)**

11.1 It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

11.2 Examples of where touching a pupil might be proper and necessary:

- Holding the hand of the child at the front/back of the line when going to Worship or when walking together around the school
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid

11.3 This list is not exhaustive but provides some examples of situations where physical contact is proper and necessary.

Appendix 1 Blank Personal Risk Assessment and Zones of Regulation – Behaviour Support Plan

St Michael's CE (A) Primary SchoolPersonal Risk Assessment

Assessment for:	Completed by:	Date:	Date for review:	
What does the behaviour look like?	Stage 1 – Anxiety Behaviours	Stage 2 – Defensive Behaviours	Stage 3 – Crisis Behaviours	
What are common triggers?				
Factor / Hazard:	Proactive measures (to prevent risk)	Reactive measures (to respond to risk)	Risk Rating	
			Likelihood	Severity
<b>Aggressive behaviours (towards staff and peers)</b>  What the behaviour looks and sounds like  e.gs ❖ Throwing objects ❖ Shouting ❖ Kicking ❖ Head butting ❖ Pulling things off walls ❖ Flooding toilets ❖ Goading and hurting peers ❖ Damaging plasterboards off walls ❖ Slapping ❖ Punching	•			

	•	•		
Who is at risk?				
Positive Handling				
Any medical conditions to be taken into account before using physical interventions?				

	Likelihood		Severity
5	Almost certain	5	Fatality
4	Likely	4	Major Injury
3	Possible	3	Moderate
2	Unlikely	2	Minor Injury
1	Highly Unlikely	1	No Injury

Name:			
Strengths	Interests	I am learning to	Key Teaching Strategies



When I am in the ‘green’ zone, I will:	When I am in the ‘orange’ zone, I will:	When I am in the ‘red’ zone, I will:
How to keep me here:	My co-regulation strategies:	What I need:
Try to avoid:	Try to avoid:	Try to avoid:

