

Wrockwardine Wood CE Junior School

Physical Restraint Policy

'To provide quality education for our children in a happy and secure Christian environment, encouraging pupils to achieve their full potential academically, spiritually and socially'.



2023 – 2024

Vision Statement

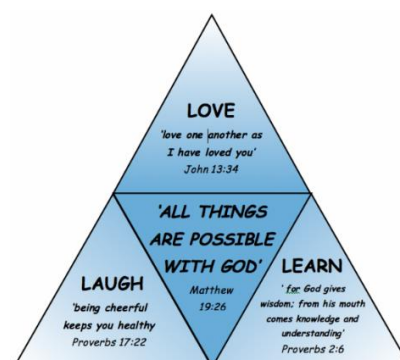


Our school community will ignite the ability in all to 'Love, Laugh and Learn', recognising the extraordinary and wondrous in everything and in everyone. Our rich, varied and creative curriculum, together with our core Christian values, will empower all to flourish emotionally, socially, spiritually and academically, confidently knowing that 'all things are possible with God' (Matt 19:26).

Our Core Christian Values

Thankfulness, Respect, and Courage

- We will be thankful for our learning and in everything we do, knowing that all things are possible with God.
- We will respect and love others, knowing that all things are possible with God.
- We will have courage with fun and laughter, knowing that all things are possible with God



Our Mission Statement

Our vision and motto, alongside our values, are exemplified through our school mission statement. We will:

- Nurture a community where strong caring relationships, built on Christian values, promote good mental health and wellbeing in which everyone feels **loved**, cherished and
- Be **thankful** for the gifts and talents that God has given us and others.
- **Respect** ourselves and others knowing that there is something extraordinary and wondrous in everything and in everyone.
- Provide a rich, varied and creative curriculum that ignites the joy and wisdom of **learning** so that all know '**nothing is impossible with God**'.
- Value collective worship and times for spiritual reflection that enhances and provides opportunities for spiritual development.
- Develop a PSHE and RSE curriculum that empowers all to be **respectful** towards and sensitive to the wants and needs of others.
- Have the **courage**, perseverance and resilience needed to face the challenges of modern Britain and the wider global community.

1. The Legal Framework

Physical Restraint should be limited to emergency situations and used only as a last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers and other members of staff in the school, authorised by the Headteacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

(Examples of possible situations are given in Appendix 1)

2. Definition of restraint at Wrockwardine Wood C of E Junior School

Physical restraint is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property.

General policy aims

Staff at Wrockwardine Wood Junior School recognise that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety / well-being and also to maintain good order and discipline. Our policy on restraint should therefore be read in conjunction with our Behaviour and Child Protection policies.

Specific aims of the restraint policy

- To protect every person in the school community from harm
- To protect all pupils against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations

3. Why use restraint?

Physical restraint should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him / herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff are aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and should, therefore, take reasonable action to ensure pupils' safety and well-being.

Failure to physically restrain a pupil who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Alternative strategies

There are some situations in which the need for physical restraint is immediate and where there are no equally effective alternatives (eg is a pupil about to run across a road).

However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

- the broken record in which an instruction is repeated until the pupil complies
- use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other sanctions consistent with the School's policy on behaviour.

When might it be appropriate to use reasonable force?

Examples of situations that may require restraint are when:

- a pupil physically attacks a member of staff, or another pupil
- pupils fighting
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
- a pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)
- a pupil persistently refuses to obey an order to leave an area
- a pupil behaves in such a way that seriously disrupts a lesson.

Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention of re- establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment.

All staff who use reasonable force in applying physical restraint are authorised to do so under the MAPA training guidelines. Only staff who are MAPA trained are authorised to use reasonable force.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary.

When physical restraint becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Only apply MAPA techniques
- Relax your restraint in response to the pupil's compliance

DON'T

- Involve yourself in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Act in temper (involve another staff member if you fear loss of control)

Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. A member of the leadership team will be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed. If the behaviour is part of an on-going pattern it may be necessary to address the situation through the development of a Behaviour Action Plan (BAP), which may include an anger management programme, or other strategies agreed by the SENCO. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents are recorded immediately on CPOMs. A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to invite them in to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it. A copy of the 'Record of Restraint form' will be completed by the person who has restrained the pupil and this record will then be shared with, discussed and signed by parents. All sections of the report are completed so that in the event of any future complaint a full record is available.

4. Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Management of the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate

5. Complaints

A parent or member of the public can make their complaint in the first instance either verbally or in writing to the headteacher. The school, if asked, will help anyone who would like assistance to set out their complaint including access to translation services where necessary.

Complainants not satisfied with the outcome of their complaint dealt with by the Headteacher should write to: -

Mrs Louise Cotton
c/o Wrockwardine Wood CE Junior School
Church Road, Trench
Telford
Shropshire
TF2 7HG

who will arrange for the complaint to be looked into by the governing body's complaints committee.

Even at this stage there is provision within the policy for the complaint to be tried to be resolved informally and the chair of governors may choose to try to do so in the first instance before formal referral to the complaints committee itself.

Wrockwardine Wood CE Junior School

Record of Restraint



Date of incident:		Time of incident:	
Pupil Name:		D.o.B:	
Member/s of staff involved:			
Adult witnesses to restraint:			
Pupil witnesses to restraint:			

Outline of incident leading to restraint:
--

Outline of incident of restraint (<i>including method used</i>):

Outcome of restraint:

Description of any injury sustained and any subsequent treatment:

Date parent/carer was informed:		Time parent/carer was informed:	
Name of parent informed:		Informed by:	
Outline of parent/carer response:			

Description of any further enquiry/complaint or action:

Form completed by: _____

Signed: _____

Date: _____