

St Bernadette's Catholic Primary School

# Control and Restraint Policy



“Doing our best for God”

# MISSION STATEMENT

The primary aims of St Bernadette's Catholic Primary School are:

To offer opportunities and experiences that will enable the individual (adult or pupil) to grow towards the realisation of his/her full potential.

To foster sound personal relationships among its members - staff, pupils, parents and governors - in a Christian environment.

To recruit parental help to sustain the development of good relationships.

To affirm the place of worship, prayer and liturgy in the educational experience.



To initiate projects to broaden the school's role in the parish and wider community.

'Doing Our Best for God'

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# 1. Introduction

1.1 Blackpool Children's Services recognises the right of every person to be protected from harm and, for that reason, seeks to protect all children and young people against any form of physical intervention which is either unnecessary, inappropriate (either to the individual or in the prevailing circumstances) excessive or unlawful.

1.2 It is acknowledged that some staff in our schools and services deal on a day to day basis with groups of children and young people some of whom may exhibit disturbed, distressed and distressing behaviours. Blackpool Children's Services seeks, therefore, to assist all staff in preserving good order and discipline and in promoting and maintaining an environment conducive to meeting the children's needs, and is aware that there are occasions when adults touch children and young people in ways which are entirely appropriate. There is also a need to minimise the risk to staff of false accusations of improper conduct towards a pupil and to ensure that staff members feel confident about appropriate action in very difficult circumstances.

**1.3 Good practice indicates that parents and carers should be involved in the behavioural management of their child. They should be made aware of the school or service's policy regarding restraint of pupils who exhibit disruptive, self-injurious or violent behaviour.** A statement about the School's Behaviour Policy is available on the school website. All parents and carers should be involved immediately a serious incident occurs and should have access to the formal procedures for reporting and recording such an incident.

1.4 The policy has been developed in response to the recommendations of Circular 10/98 "The Use of Force to Control or Restrain Pupils", issued following the enactment of Section 550A of the 1996 Education Act. It also follows the policies of Blackpool Education Committee.

1.5 The policy should be read in conjunction with Safeguarding and Anti-Bullying school policies.

1.6

The responsible person for the implementation of the policy is the headteacher. The policy will be reviewed annually by the Headteacher and the Governing Body.

## 2. Purpose of policy

- 2.1 Good personal and professional relationships between staff and pupils is vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.
- 2.2 Every effort will be made to ensure that all staff in this school:
- (i) clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
  - (ii) are provided with appropriate training to deal with these difficult situations.

**However individual members of staff will not be required to use physical restraint but must ensure that appropriate assistance is immediately available.**

- 2.3 The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.
- 2.4 Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

## 3. Definitions

### 3.1 Physical Contact

Situations in which proper physical contact occurs between staff and pupils, e.g., in the care of pupils with physical and/or learning disabilities; in games/PE; to comfort pupils.

### 3.2 Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

### 3.3 Physical Control/Restraint

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. All such incidents must be recorded. It is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the situation.

## 4. Underpinning values

4.1 Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment
- be protected from harm, violence, assault and acts of verbal abuse

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- be informed about the school's complaints procedure.

4.2 The school will ensure that pupils understand the need for and respond to clearly defined limits which govern behaviour in the school.

## 5. Authorised staff

5.1 At our school, teachers and LSAs are authorised to use physical contact as defined within this policy. Only specifically trained staff (through the **L2 Positive Handling React UK program**) have control or charge of pupils may use reasonable force to manage or control pupils.

5.2 Where the use of restraint is necessary on more than one occasion, a positive handling plan will be put in place in agreement with the parents and carers.

5.3 The Headteacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Headteacher will ensure that those authorised are aware of, and understand, what the authorisation entails. Those whom the Headteacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed, for example to contact an authorised member of staff.

5.4 The office staff will keep a list of all staff who are **L2 Positive Handling** trained. This list will be updated as required when staff are trained.

5.5 The training will be renewed as required by L2 Positive Handling.

## **6. Training**

6.1 Training for appropriate staff, as defined in section five, will be made available and will be the responsibility of the Headteacher. No member of staff will be expected to undertake the use of reasonable force without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of ongoing staff development.

## **7. Strategies for dealing with challenging behaviour**

7.1 Staff consistently use positive strategies to encourage acceptable behaviour and good order.

7.2 Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment.

7.3 Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident:

- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain;
- Further verbal reprimand stating that this is the second request for compliance; an explanation of why observed behaviour is unacceptable; an explanation of what will happen if the unacceptable behaviour continues;
- Warning of intention to intervene physically and that this will cease when the pupil complies. If possible summon assistance;
- Physical intervention. Reasonable force uses the minimum degree of force to prevent a child harming him or herself, others or property.

## **8. Escalating situations**

8.1 The 1996 Education Act (Section 550 A) stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere (this includes authorised out-of-school activities);
- self-injuring or placing him or herself at risk;
- injuring others;
- causing serious and significant damage to property, including that of the pupil himself or herself;



- committing a criminal offence (even if the pupil is below the age of criminal responsibility).

## **9. Types of incidents**

9.1 The incidents described in Circular 10/98 fall into three broad categories:

- (a) where action is necessary in self-defence or because there is an imminent risk of injury;
- (b) where there is a developing risk of injury, or significant damage to property;
- (c) where a pupil is behaving in a way that is compromising good order or discipline;

9.2 Examples of situations which fall within one of the first two categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
- a pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

9.3 Examples of situations which fall into the third category are:

- a pupil persistently refuses to obey an order to leave a classroom;
- a pupil is behaving in a way that is seriously disrupting a lesson.

## **10. Acceptable measures of physical intervention**

10.1 The use of any degree of force can only be deemed reasonable if.

- (a) it is warranted by the particular circumstances of the incident;
- (b) it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent;
- (c) it is carried out as the minimum to achieve the desired result;
- (d) the age, understanding and gender of the pupil are taken into account;
- (e) it is likely to achieve the desired result.

- 10.2 Wherever possible assistance should be sought from another member of staff before intervening.
- 10.3 Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.

This form of physical intervention may involve staff.

- physically interposing themselves between pupils;
- blocking a pupil's path;
- escorting a pupil;
- shepherding a pupil away.

- 10.4 In extreme circumstances, trained staff may need to use more restrictive holds.
- 10.5 Any such measures will be most effective in the context of the overall ethos of the school, the way in which staff exercise their responsibilities and the behaviour management strategies used. Wherever reasonable force is used, staff must keep talking to the pupil.

## 11. Recording

11.1 Where physical intervention has been used to manage a pupil, a record of the incident **may** need to be kept. Where physical control or restraint has been used a record of the incident **will** be kept. This record will be stored electronically for the duration of their time at our school, which will include

- name of pupil
- date, time and place of incident
- a brief description of the incident and actions taken.

This report will be shared with the parents/carers and the incident discussed.

11.2 The report will be completed as soon as possible after the incident, normally prior to staff going off duty and be signed by all staff involved and the Headteacher and should be available to governors.

11.3 In addition, **specific** details of the use of reasonable force will be recorded on The Use of Force Incident Report Form (see appendix 1) which will include:

- how the incident developed;
- attempts made to calm the situation;
- names of any staff or pupils who witnessed the incident;
- the outcome of the incident including any injuries sustained, by any pupil or member of staff;
- the type of hold utilised by trained staff
  
- any damage to property which has resulted;
  
- whether/how parents have been informed;
  
- and, after investigation, a summary of actions taken.

11.4 Staff may find it helpful to seek advice from a senior colleague or representative of their professional association/union when compiling a report. They should also keep a copy of the report.

11.5 After the review of the incident, copies of the report will be placed on the pupil's file and in the school's general file on the use of reasonable force.

11.6 Where staff have been involved in an incident involving reasonable force they should have access to counselling and support. Within the school, this will be made available through the Headteacher. Staff may also contact the Borough's Welfare and Counselling Section.

## 12. Action after an incident

12.1 The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

Child Protection Procedure (this may involve investigations by Police and/or Social Services)

Staff Facing Allegations of Misconduct Procedure

Staff or Pupil Disciplinary Procedure

School Behaviour Policy

Exclusions Procedure

12.2 The member of staff will be kept informed of any action taken.

12.3 In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union

## **13.Complaints**

**13.1 The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them**

13.2 Any complaints about staff will be dealt with under the School's Complaints Procedure.

13.3 The Chair of Governors will be informed of complaints but other governors will not be involved as a complaint may require further action on their part.

## **14.Monitoring of incidents**

14.1 Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour can only be contained by the use of reasonable force.

14.2 This process will also address patterns of incidents and evaluate trends which may be emerging.

**Signed:** Denise Duke (Family Support Worker)

**Date:** May 2024

**Review Date:** September 2025



### USE OF FORCE INCIDENT REPORT FORM

Name of Person Restrained:			
Date of Birth		Age	
Additional Needs	Yes / No	EHCP	Yes / No
Diagnosed Disorder/ Disability		Trauma History	Yes / No
Ethnicity		First Language	
Your Name:			
Date and Time of Incident			
Date (inc Day)		Time	
Who else was involved in the restraint?			
Name(s)/ Role(s):			
<p><b>Adult statement – what occurred in your own words</b></p> <p>Your statement must set out what happened; give details of <b>your</b> part in the use of force, <b>your</b> 'Honestly Held Belief', any restraints <b>you</b> applied and how the incident was finally resolved. It must give details of any attempts made to de-escalate throughout the incident. Your statement should be completed independently of other staff involved in the incident. The report should be completed within 24 hours.</p>			
<p>The use of force must only be used when it is Reasonable in the circumstance, meaning:</p> <p>i. You believed that it was <b>absolutely necessary</b> &amp;</p> <p>ii. <b>Proportionate</b> to the seriousness of the situation</p>		<p>When restraint was used, please tick your primary role:</p> <p><input type="checkbox"/> Right arm</p> <p><input type="checkbox"/> Left arm</p> <p><input type="checkbox"/> Supervising</p>	
What were you doing just before the incident took place?			
What was the child/young person doing just before the incident took place?			
What signs of dysregulation were being communicated by the child/young person?			
Explain what you think may have triggered this behaviour?			
How did you try to de-escalate the situation?			
What was the child/young person's response?			

<b>Why did you believe it was necessary to restrain the child/ young person?</b>				
<input type="checkbox"/> To prevent or stop harm to themselves		<input type="checkbox"/> To prevent or stop harm to others		
<input type="checkbox"/> Damage to property– Please specify		<input type="checkbox"/> Other – Please specify		
<b>Describe exactly what happened (i.e. which restraints were used and by whom, why it was absolutely necessary, strictly proportionate and what your 'Honestly Held Belief' was, other steps taken to gain assistance)</b>				
<b>How long was the child/young person restrained?</b>				
<b>How was the child/ young person helped back to calm state of regulation?</b>				
<b>Did anybody sustain an injury? If so, what did you do?</b>				
<b>SLT informed (Name/ Date/ Time)</b>				
<b>Who consulted the child/ young person and when?</b>				
<b>Signed:</b>				
<b>Date/Time:</b>				
<b>Pupil Statement:</b>				
<b>Name</b>				
<b>Signed</b>				
<b>Date</b>				
<b>Parent informed</b>				
<input type="checkbox"/> Face to face	<input type="checkbox"/> Telephone	<input type="checkbox"/> Email	<input type="checkbox"/> Letter	<input type="checkbox"/> Text/ Messaging system
<b>Staff Name</b>				
<b>Signed</b>				
<b>Date/time</b>				
<b>Parent to be asked to sign the original copy of the report and a photocopy of the report given to parents.</b>				
<b>Parent/Carer Name</b>				
<b>Signed</b>				
<b>Date</b>				

<b>Action Points for Risk Assessment</b>	
<i>Was the practice in keeping with existing risk assessment and behaviour support plan?</i>	
<i>What can we learn regarding the child/ young person's behaviour from this specific incident?</i>	
<i>What actions are to be taken to avoid a repeat of this behaviour?</i>	
<i>Incident Review Meeting Date:</i>	
<b>Signed:</b> <i>(SMT member)</i>	<b>Date:</b>

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Restrictive Techniques Used

1. Double Hand Restraint



2. Secure Cup Restraint



3. Straight Arm Restraint



4. Seated Position



5. Leg restriction A



6. Leg Restriction B



6. Leg Restriction C



7. Kneeling position



8. Bean Bag Restraint

