

SUTTON GRAMMAR SCHOOL



PHYSICAL RESTRAINT POLICY

| | |
|--|------------------------|
| Staff member with responsibility: | Kate Ross, Deputy Head |
| Reviewed by: | Board of Trustees |
| Policy Agreed date: | July 2024 |
| Next review date: | July 2027 |

1. INTRODUCTION AND POLICY AIMS:

At Sutton Grammar School we aim to create a welcoming, secure and safe environment in which all our children can flourish. We also aim to create an environment in which the use of force in relation to a pupil is unlikely.

The purpose of this policy is to make clear the position of the school with regards to necessary physical interventions and to safeguard the well-being of students and staff when a situation or incident requires the use of physical intervention.

The use of physical intervention is only to be used after all attempts to de-escalate the situation have not worked.

Wherever possible, and appropriate, reasonable adjustments will be made for SEND students after consultation with the SENCo and/or Headteacher proportionate to the circumstance of each individual case

2. LEGISLATION AND GUIDANCE:

This policy is based upon the Department for Education's statutory guidance, "Keeping Children Safe in Education" (2023)¹; and their document "Use of reasonable force: advice for headteachers, staff and governing bodies"².

3. DEFINITIONS:

| | |
|---|---|
| Handling | Refers to any physical intervention applied by a member of staff where it necessary to make physical contact with a student in order to manage their conduct or ensure their own or others safety. Handling strategies may be restrictive or non-restrictive and include shepherding, guiding, supporting, blocking, confining, holding and, in the most extreme cases, restraining. |
| Reasonable force (KCSIE, para 163, 2023) | <p>The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.</p> <p>'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.</p> |
| Control | The term control means either passive physical contact, such as standing between students or blocking a student's path, or |

¹https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf

² <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

| | |
|------------------|--|
| | active physical contact such as leading a student by the arm out of a classroom. |
| Restraint | <p>The term restraint means the positive application of force in order to actively prevent a child from causing significant injury³ to him/herself or others or seriously damaging property.</p> <p>This could mean holding back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.</p> |

4. STAFF AUTHORISED TO USE FORCE:

The headteacher and all members of staff have a legal power to use reasonable force⁴. This power applies to any member of staff at the school. Temporary authorisation will be given to others whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised trip.

5. IMPLEMENTATION OF PHYSICAL INTERVENTION:

All members of staff working with students at the school are authorised to handle, use reasonable force or restrain students if/when such physical intervention is necessary.

- No member of staff is required to employ any physical intervention strategy if they are not comfortable or confident to do so effectively.
- No member of staff should intervene physically if they have reason to believe that to do so would worsen the situation/incident that is taking place.

In all circumstances where physical intervention is or may become required, members of staff should ensure that adult assistance is requested before intervention, although it is understood that circumstances may lead to the need for intervention prior to the assistance arriving.

Staff considering handling, use of reasonable force or restraint must provide opportunity for the pupil to alter their behaviour/actions before employing a physical intervention strategy and should continue to make instructions to the pupil and details of their intended interventions clear. Staff will communicate in a calm and measured manner throughout the incident.

The method of physical intervention employed must use the minimum reasonable force for the minimum length of time.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- Remove disruptive children from the classroom where they have refused to follow instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit

³ *Significant Injury would include: actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and self-poisoning. It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, significant injury would have followed.

⁴ Section 93, Education and Inspections Act 2006

- Prevent a pupil from leaving a classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts
- Conduct a search for prohibited items⁵

Types of restraint that could be used, for example, include:

- Standing between pupils
- Leading a pupil away by the elbow; guiding pupils away from each other by the elbow
- Ushering a pupil away by placing a hand in the centre of their back
- Using appropriate restricting holds in more extreme circumstances to prevent violence or injury⁶

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Staff should ensure that:

- no more force than necessary was used;
- all non-physical interventions have been exhausted and restraint is a last resort;
- external professional support should be sought if restraint does not work.

6. RECORDING INCIDENTS:

It is important that there is a detailed, contemporaneous, written report of any occasion (except minor instances) where force is used. This needs to be completed as soon as possible after any incident has occurred. All records will be held centrally by the Deputy Head and recorded on CPOMS.

The incident record will include: pupil details; date, time and location of the incident; name of staff involved (either directly or as a witness); details of other pupils involved (either directly or as a witness); description of the incident by staff involved, including any attempts to de-escalate and warnings that force might be used; reason for use of force and description of force used; any injury suffered by staff or pupils and any first aid required; follow up, including support and any sanctions; when and how the parents were informed and any views expressed; whether a complaint has been lodged.

All injuries will be recorded in accordance with the school's health and safety procedures.

Parents will be informed of any recordable incident and given the opportunity to discuss the incident with either the Headteacher or the Deputy Head; and given a copy of the policy.

In deciding what is a serious incident, and needs to be reported, staff will use their professional judgement and consider the:

- Pupil's behaviour and level of risk presented at the time of the incident
- Degree of force used

⁵ Section 550ZB (5) of the Education Act 1996; prohibited items: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

⁶ See page 6 of DfE "Use of reasonable force: advice for headteachers, staff and governing bodies" (July 2013)

- Effect on the pupil or member of staff
- The child's age

If there are safeguarding concerns and it is considered that reporting to parents is likely to result in significant harm to the pupil then parents will not be informed.

In some cases the appropriate external agencies (e.g. children's services; local children's safeguarding board; youth offending teams; the police) will also be informed.

7. COMPLAINTS

All complaints about the use of force will be investigated thoroughly, speedily and appropriately; and the school's arrangements for dealing with complaints and allegations of misconduct will be followed. However, suspension will not be an automatic response when a member of staff has been accused of using excessive force.

8. MONITORING AND EVALUATION

The Deputy Head will make an annual report to the Trust of the recordable incidents after which the impact of the policy will be considered and amended if necessary.

9. STAFF TRAINING

The Pastoral Team will receive regular positive handling training⁷, as well as any other members of staff identified as benefiting from additional training to enable them to carry out their responsibilities.

The Deputy Head will also liaise with the Local Authority for advice and guidance with regards appropriate training.

All staff will be receive a copy of this policy and training on its application.

10. LINKS TO OTHER POLICIES

This policy links to the school's Behaviour, Rewards and Sanctions Policy.

⁷ Team Teach training received includes training in the use of the Caring C guide; the Caring C hug; turn, gather and guide; and the single person double elbow hold.

