

# St Luke's Primary School



## Restraint Policy 2023

### What is the purpose of this policy?

It is extremely rare for restraint to be used at St Luke's School but very occasionally situations arise when it proves necessary for an adult in the school to restrain a pupil. This policy describes the school's approach to the use of restraint. It is informed by the non-statutory guidance issued by the Department for Children, Schools and Families (UK). As well as being in keeping with DfEE Circular 10/98;

*teachers and other persons who are authorised by headteachers to have control or charge of pupils, may use 'reasonable force' to prevent pupils from:*

- *Committing a criminal offence, whether or not the pupil concerned has reached the age of criminal responsibility;*
- *Injuring themselves or others;*
- *Causing damage to property, including their own property; and*
- *Engaging in any behaviour which has a negative impact on maintaining good order and discipline at the school or on other pupils, whether that behaviour occurs in the classroom during a teaching session or elsewhere*

### Principles

We believe that:

- Physical restraint is a last resort and should only be used when other methods have been exhausted or judged unlikely to succeed
- Physical restraint should only be used to prevent a child from harming him/herself or others, or from seriously damaging property
- Restraint should involve minimum reasonable force and should seek to avoid injury. The degree and duration of any force applied must be proportional to the circumstances.
- The rights and dignity of pupil and staff must be acknowledged
- Staff must avoid ways of holding pupils that could be construed as abusive

### Who is authorised to use restraint?

Only staff members who have received up-to-date MAYBO level 2 training are authorised to use restraint but it is expected that this right will be exercised sparingly and only under the circumstances described in this policy.

### When is it appropriate to use restraint?

It is only appropriate to use restraint in certain circumstances and only if all other strategies have not worked (however, it is important to note that often decisions to use restraint have to be made very quickly and under pressure and so all other strategies may not have been used on every occasion). Examples of situations where it may be appropriate to use restraint are:

- A child attacks another child or member of staff;
- Children are fighting and causing risk of injury to themselves or others;
- A child is committing or on the verge of committing damage to property;

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## **How do we avoid the use of restraint?**

We have worked hard to improve the behaviour in the school and it is recognised that it is of a high standard. If expectations of children's behaviour are high then there are fewer problems.

Staff have received MAYBO training to support them with de-escalation techniques.

Clearly, a few children are more prone to outbursts and it is the responsibility of every member of staff to keep a special eye on those children and to attempt to make interventions suitable for each individual child before a situation escalates.

## **Procedures**

- Staff are not allowed to restrain out of anger or frustration, or with the intention to injure or to punish.
- The onus is on staff to determine the degree of restraint appropriate (see 'Guidelines on Acceptable Practice' attached to this policy) and when it should be used. In particular, staff must be careful not to overreact.
- Staff should not attempt to restrain a child if they are likely to put themselves at risk
- A child should be sent to fetch a second adult to observe or support the restraint
- A record of any incident where a child is physically restrained must be given to the Headteacher and should include
  - the time
  - the nature of the restraint
  - details of any injuries
  - the names of pupils and staff present (and statements from them if appropriate)
  - the staff involved in the restraint
  - the outcomes
- The parents of a pupil who has been restrained will be informed promptly and given the opportunity to discuss the incident.
- If a child needs to be restrained on more than one occasion in any period of one month, strategies to manage the behaviour, including restraint, must be added to the child's Individual Education Plan with liaison with SEMHIT create a "Manual Handling Plan" that is shared/signed-off by the child's parents.

## **Support**

- Staff are encouraged to support colleagues who have been involved in a restraint situation.
- The use of restraint will be emotionally stressful for pupil and staff, who should seek and accept support after an incident. In the short term, this might include time out of class.
- Where a member of staff has acted in a professional, considered and informed manner, and/or, where the actions are considered to be a reasonable response to a situation, CYPES will support the member of staff in any resulting proceedings.

## **How are incidents of restraint recorded?**

Whenever it is necessary to use restraint on a child the incident must be recorded on the CYPES online form and uploaded onto the system. It is important that parents are informed of the need to use restraint on their child on the same day.

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Recommended Practise	Unacceptable Practice
<p>Using restraint as a last resort</p> <p>Using other strategies to diffuse a situation:</p> <ul style="list-style-type: none"> <li>• Reasoning, talking</li> <li>• Distraction</li> <li>• Diversion</li> <li>• Removing audience</li> <li>• Allowing space</li> </ul> <p>Avoiding situations, circumstances that might encourage the need for restraint for example confrontation.</p> <p>Using constraint to care and control.</p> <p>Follow a pre-written Manual Handling plan, co-written with SEMHIT &amp; Signed-off by parents.</p> <p>Using minimum force.</p> <p>Having a colleague present. Sometimes acting alone is unavoidable.</p> <p>Using physical presence.</p> <p>Blocking a pupil's path except where a pupil is determined to leave the premises then notify parent/carer.</p> <p>Leading by an arm or hand.</p> <p>Shepherding, urging, encouraging with the use of physical prompts.</p> <p>Removing jewellery, watches, spectacles, shoes etc. that might cause or be damaged.</p> <p>Keeping calm.</p> <p>Showing confidence.</p> <p>Knowing the pupils.</p> <p>Developing positive relationships with pupils.</p>	<p>Using restraint to punish or injure</p> <p>Using restraint in anger</p> <p>Using restraint purely to force compliance.</p> <p>Holding by the collar, around the neck or any other way that might restrict breathing.</p> <p>Slapping, punching, kicking.</p> <p>Twisting or forcing joints.</p> <p>Tripping.</p> <p>Lifting off floor.</p> <p>Holding by the joints.</p> <p>Holding or pulling by hair, ears.</p> <p>Holding a pupil face down.</p> <p>Holding a pupil's hands if they sign to communicate.</p> <p>Locking a pupil in a room.</p> <p>Risking your safety and the safety of others.</p> <p>Not talking about an incident.</p> <p>Reporting in a judgemental way.</p>

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Knowing school policies.

Being prepared.

Monitor and evaluate policy and practice.

Talking to colleagues. De-briefing after an incident.

Using staff who know the pupils and have developed positive relationships with them.

Recording and reporting accurately and without judgement.

Positive parent/school contact.

Using strategies to reduce anger and distress.

Looking after yourself.

Looking after your colleague.

**In schools where restraint is part of the school policy and staff are trained.**

Reducing a hold as appropriate.

Using recommended holds that you have been trained for.