

FLUSHING C OF E PRIMARY SCHOOL POLICY ON THE USE OF RESTRAINT

INTRODUCTION

This policy is based on guidance outlined in DFE (July 2011) Use Of Reasonable Force. The circular refers to the Education and Inspections Act 2006 which clarifies the position regarding the use of physical force by teachers and other staff working in schools, to control or restrain pupils. Staff should also refer to the whole school positive behaviour policy on behaviour and discipline.

PART I

Staff should refer to the Local Authority policy 'Guidelines for the Use of Physical Restraint in Schools and Social Care Settings' for more detailed advice. This is available in:

IN THE TEAM TEACH FILE IN THE SCHOOL OFFICE

At Flushing C of E Primary School we believe that the use of reasonable force is only necessary to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, in the classroom during a teaching session or elsewhere, such intervention would only occur if normal positive behaviour management had not worked.

All teachers are empowered to restrain as set out above, but only trained TEAM TEACH staff can carry out TEAM TEACH restraint methods. TEAM TEACH staff ARE – Zoe Mitchell, Gina Powell and Freya Cogan.

The use of restraint should always be a last resort. If practical before intervention, a calm warning or instruction to stop should be given and every effort should be made to achieve a satisfactory outcome without physical intervention. **In all circumstances help must be sent for from Team Teach staff, even when immediate intervention is necessary.**

Restraint can take a variety of forms, many of which are outlined in DFE (July 2011) Use Of Reasonable Force and in the Local Authority guidelines referred to above. Staff should always avoid touching / holding a pupil in a way that might be considered inappropriate. Force, where used, should always be reasonable. There is no definition of 'reasonable force'; it should always be proportional to the circumstances of the incident. It should be used only to control or restrain and never with the intent to cause pain or harm. It must, therefore, be the minimum needed to achieve the desired result. In any action, due regard has to be taken to the age, understanding and sex of the child / young person.

Regular changeovers of staff should where possible occur during a protracted holding episode, the child / young person must continue to be given opportunities to calm and de-escalation strategies should be attempted. Team Teach techniques seek to avoid injury to the child / young person, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the child / young person remains safe. Any adjustments to professional technique are examined in the recording and reporting phase of the procedures in light of any issues arising out of a crisis episode.

The school / setting accepts and understands that in accordance with the law corporal punishment is forbidden.

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PART II

Where restraint has been necessary, the incident must be reported to the headteacher or teacher in charge. **A report should be written and filed using the Local Authority forms which can be obtained from:**

THE TEAM TEACH FILE IN THE SCHOOL OFFICE

In the event of an injury occurring, the appropriate H/S61 or HSW5 must be completed and the accident reporting procedures must be followed. Parents / carers of the children / young people involved will always be advised of an incident and it may be necessary for it to be followed up by other disciplinary action or pastoral support.

This policy will be placed on the school website to make parents / carers aware this policy. All new members of staff, part time staff and supply staff will be expected to read this policy.

Recording /Reporting

See the table on the next page.

All incidents **3c, 3d, 3e, and 4** above **must** be reported to the headteacher and governor with safeguarding responsibility or manager / head of setting. This information should be reviewed along with all other statistical returns and may form the basis of a request for further Local Authority support. The Local Authority will undertake periodic reviews of Incident logs as part of C, S & F rolling review programme.

Recording Events and Action	Level of reporting required	
Level or severity of incident	School/Setting Incident Log Book	Copy of Incident Log sent to Senior Manager Social Inclusion & SEN Support* or

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Recording Events and Action	Level of reporting required	
		if Residential Setting – Lead Home Manager
1) Incident dealt with using/following existing IBP, IBMP, Care Plan or Individual Safety Plan and was resolved without distress to child/young person and member(s) of staff	No (note frequency & duration in IBP,IBMP,CP ISP)	No
2) Incident required action in addition to existing IBP,IBMP or Care Plan but was resolved without distress to child or young person.	Yes	No
Incident was not planned for and action undertaken led to: 3a) no apparent injury or distress to child/young person and member(s) of staff	Yes	No
3b) no apparent injuries but need to identify and analyse trends and patterns	Yes	No
3c) significant level of force during restraint was required or duration of restraint exceeded 15 minutes which may need to be justified	Yes	Yes (if judgement is finely balanced)
3d) injury or distress to child and/ or member(s) of staff	Yes	Yes
3e) other agencies being involved e.g. police, ambulance	Yes	Yes If residential setting- [Ofsted regulation 30(1) schedule 5 notification]
4) Incident led to Ground or Prone holds being used	Yes	Yes

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Dear Parent/Carer

Today your son's/daughter's behaviour became extremely challenging and as such posed a health and safety risk to themselves, other children and /or staff. Staff supported him/her by following their agreed Individual Behaviour Management Plan to reduce the risk and help him / her to calm down and regain control of themselves.

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Although we followed their Individual Behaviour Management Plan and tried everything we could to calm them down, at some point during the incident it was necessary to use Team Teach techniques to hold them safely – we tried everything we could to avoid this, but it was decided that it was the best risk reduction option for everyone involved, including your son/daughter.

Your son/daughter has been checked by the school nurse and/or school staff with a First Aid qualification and monitored since the incident, but we would ask that you keep an occasional eye on them for the next few hours to ensure they are O.K. - breathing should be regular and complexion should be normal. Should you have any concerns about your child's health, please seek medical advice.

Should you wish to discuss the incident or how it was managed please contact school/setting on (insert telephone number) and the Headteacher/Head of Centre will be happy to talk to you about it.

Please sign and return the slip below to school/setting as soon as possible.

Please be assured that your son/daughter's health and safety is our highest priority and we will do all we can to safeguard their welfare whilst managing to the best of our ability such challenging behaviour.

Yours sincerely,

Headteacher/Head of Centre

Behaviour Management

I confirm that I have received a letter about my child being restrained during an incident.

Please tick the following boxes as appropriate:-

- I wish to come into school to discuss this further
- I would like someone from school to ring me to discuss this further
- I am happy about the way in which my child's behaviour is managed at school

Signed

Parent/Carer of Date

Behaviour Management Plan (Including Positive Handling Strategies)

Name of Child:	Date of Birth:
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Trigger Behaviours (describe common behaviours / situations which are known to have led to positive handling being required. When is such behaviour likely to occur?)

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Topography of Behaviour: (Describe what the behaviour looks/sounds like?)

Preferred Supportive Strategies: (other ways of CALMing such behaviours) (Describe strategies that, where and when possible, should be attempted before positive handling techniques are used) eg

Verbal advice and support	Reassurance	Planned ignoring
CALM talking / stance	Take up time	Time out offered
Choices / Limits / Consequences	Negotiation	Transfer Adult
Humour	Success Reminder	Distraction (known key words, object, etc)

Above bold = strategies that have been used and can be successful.

Preferred Handling Strategies: (describe the preferred staff responses/holds, standing, sitting, ground, stating numbers of staff, what “gets out” that can be used when holding etc)

Normal strategies/ Team teach handling strategies

De-briefing process following incident: (what care is to be provided)?

Recording and notifications required:

Signatures

Manager / Designated member of staff:

Parents / Carers:

Date: / /

Renewal Date: / /