



## Physical Restraint Policy

**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".**

**Training in physical restraint will be offered annually to the DSL and DDSL of the QPG Hub.**

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 a person or damage to the property of any person.
- 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)

**Definition of restraint at QPG Community & Sports Hub** - 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**

The QPG Hub staffing team recognise that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety and well-being and also to maintain good order and discipline. Our policy on restraint should therefore be read in conjunction with our Behaviour Policy 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 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.



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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.

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. Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below.

When physical restraint becomes necessary: DO Tell the pupil what you are doing and why  
o Use the minimum force necessary to involve another member of staff if possible, to tell the pupil what s/he must do for you to remove the restraint.

- Use simple and clear language
- Hold limbs above a major joint if possible, e.g. above the elbow
- 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  
o Involve other pupils in the restraint  
o Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair  
o Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck  
o 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 should be informed verbally of any incident as soon as possible and all interventions should be recorded on the school CPOMS system. (Child Protection Online Monitoring System)

A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to



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provide them with an opportunity to discuss it. 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)
  - 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
- Complaints A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures. It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.