



An Daras Trust  
Igniting Curiosity Growing Capabilities

## *An Daras Multi Academy Trust*

# Policy for Control or Restraint of Pupils

The An Daras Multi Academy Trust (ADMAT) Company  
An Exempt Charity Limited by Guarantee  
Company Number/08156955

<b>Status: Approved</b>	
Recommended	
Statutory	Yes
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Advisory Committee	ADMAT LSS
Linked Documents and Policies	LA Guidance on Restraint ADMAT Behaviour Policy ADMAT Child Protection and Safeguarding Policy ADMAT Intimate Care policy ADMAT Safe Touch policy ADMAT Intimate Care Policy ADMAT Inclusion Policy

## **Positive Handling Strategies for Pupils with Emotional or Behavioural Difficulties**

This Policy sets out the framework for the use of reasonable force or positive handling, but it must be clearly understood that this should always be set within the school's overall behaviour management framework and is only used as a last resort underpinned by sound risk assessment. Providing successful inclusion may necessitate physical restraint but only as one of the strategies available for the management of challenging behaviour.

Only in the event of failure of clearly defined protocols to bring control to the situation, or imminent danger to persons, should positive handling be considered.

This Policy should be read in conjunction with the LA guidance document entitled 'Positive Handling Strategies for Pupils with Emotional or Behavioural Difficulties' dated May 2002. The Education Acts of 1996, 1997, the DfE circular 10/98, the draft DfES guidance on Positive Handling April 2000 and the Chief Education Officers update 2001 have all been taken into account.

These publications establish the power of teachers and other staff to use reasonable force if required. This applies to all occasions when that member of staff is in charge of children both on and off school premises. There is no legal definition of reasonable force; this would depend on the individual circumstances of each case. Only a court may judge what is reasonable in terms of the amount of force used in physical handling and obviously does so retrospectively.

Reasonable force would include those methods taught and practised in training (TEAM TEACH). The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force should always be the minimum needed to achieve the desired result. In all cases, the person exercising the restraint must be authorised by the Head of School or Head Teacher and have received appropriate approved training.

### **Rationale**

Reasonable force and restraint should only be used to prevent a pupil from doing or continuing to do any of the following:

- injuring themselves or others
- causing damage to property including the pupil's own property
- engaging in behaviour prejudicial to good order at the school or among any of its pupils whether that behaviour occurs in a classroom during a teaching session or elsewhere.

### **Reasonable force would not include any of the following:**

- holding a child around the neck, collar or other way that may restrict breathing;
- slapping, punching, kicking or tripping a child. Holding or pulling a child by their hair or ear;
- twisting or forcing limbs against joints;
- indecently touching or holding;
- holding a child face down on the ground;

- lifting a child off of the floor in order to intimidate.

The definition of restraint is **the positive application of force with the intention of overpowering the child**. The use of restraint requires skill, judgement and knowledge of non-harmful methods of control.

The use of physical restraint must be placed within the context of:

- identification of potential pupils by a staff group through risk assessment;
- appropriate planning for possibility of restraint, via a care plan;
- appropriate training for members of staff likely to be involved;
- all restraint or handling of a young person is in line with the above mentioned documents / guidelines; and
- the application of this Policy is in conjunction with the school's Behaviour Management, Safeguarding and Child Protection, Safe Touch and Health and Safety Policies.

In the event of restraint becoming necessary, before touching the child, the member of staff should advise the child calmly and repeatedly about what they are going to do and why, and how the child might change his/her behaviour, in order that the restraint would become unnecessary. The member of staff must have undertaken the TEAM TEACH training.

Any other children and adults present should also be warned.

**Note: this warning must not comprise of any threat of unlawful attack.**

A second adult should be called to reduce the risk of the member of staff or child suffering bodily harm and as a witness if allegations of assault are made later by the child. Wherever possible, this member of staff should also have undertaken the TEAM TEACH training.

While intervening, the members of staff must:

- employ minimum physical force necessary for the minimum period needed
- wherever possible keep talking to the child and give choices as to how they could behave in a manner that would end the need for restraint
- avoid committing any act of punitive violence
- keep his or her temper

Types of restraint which may be appropriate following the TEAM TEACH training; any holding tactic in which a young child is restrained without injury until the young child calms down;

- physical contact with a young person designed to control the young person's movements, which pose a danger (e.g. holding by the arms against the side of the body). Standing by the side of the young person is likely to minimise the risk to adult and young person;
- the holding of a young person's arms or legs to prevent/restrict striking/kicking;
- use of sufficient physical force – without causing injury – to remove a weapon/dangerous object from a young person's grasp (if foreseeable this requires specialised training); and

- physically preventing a young person from exposing themselves to possible danger by leaving the premises.

**Pupils should not be placed on the floor. Specialist accredited training is necessary for this procedure (TEAM TEACH).**

If restraint is required for an extended period (for example, more than five minutes), a senior member of staff must monitor the situation closely with a view to safeguarding the child and the staff concerned. After the incident, it is vital that a full report is completed by all concerned in the school TEAM TEACH recording book, this is kept in the locked filing cabinet in the Main Office). The agreed de-briefing procedures will be adhered to in order to support the child, the members of staff involved, any other children involved and the parents of any children involved.

The incident forms will be completed within 24 hours. In the event of any incident requiring physical restraint. All staff and children involved will undertake a de-briefing meeting with the Head of School/Head Teacher within 24 hours. They will be asked to complete witness statements. These will be completed separately avoiding collusion and using the exact language used by both adults and children involved. The Head of School/Head Teacher will also meet with the parents/guardians or carers as soon after the incident as possible.

Copies of the TEAM TEACH form will be logged onto the “My Concern” or “CPOMS” database following the incident and sent to all concerned in the incident including parents if deemed appropriate. If an injury has been incurred to anyone involved, the usual procedures regarding this will be followed.

If physical restraint is necessary to manage the behaviour of an individual, it would be appropriate to instigate a **Positive Support Plan (PSP)** during de-briefing meetings, in the event of physical restraint being necessary on more than one occasion, it would be appropriate to include detailed **positive handling advice** in the PSP. It is also necessary to compile an **individual risk assessment** in discussion with all staff, parents and any relevant outside agencies. In the case of a child with an Education Health Care Plan (EHCP), there will be opportunities to address issues of challenging behaviour at annual review meetings and an interim review organised in exceptional circumstances.

**Looked After Children/Child in Care** will have a **Personal Education Plan (PEP)** which features planning and strategies to address challenging behaviour, where appropriate.

The Head of School Head Teacher, Senior Leadership Team and Local Governors need to ensure that all authorised teachers and other authorised staff are appropriately trained and updated by approved trainers and accept the responsibility of their role by being aware of the guidelines in this policy.

Records are to be kept of any physical restraint or incident involving physical contact. These are to be clear, comprehensive and prompt (completed within 24 hours of incident). Parents must be informed and consulted each time a form is completed. These records will be part of an ongoing annual review procedure that examines practice and informs future planning.

In addition the LGAB will support the Head of School/Head Teacher and the SENDCO in monitoring and reviewing.

The Head of School/Head Teacher, Leadership Team and Local Governors need to ensure that, as far as possible preparation and planning has taken place to identify areas where physical restraint might be used. However, the school may also have to intervene in circumstances where preparation and planning have not been possible. When physical restraint takes place, the school will always endeavour to protect children and adults from physical harm however, there may be cases in which some discomfort and/or bruising may occur, to both staff and children, as a result of the restraint taking place.

If, after receiving the report of an incident where physical intervention has occurred, the Head of School/Head Teacher considers the school's guidelines have been seriously breached and that further investigation is warranted, the incident should not be pursued, but action in accordance with Child Protection procedures must be taken. In these circumstances, any school internal investigation must cease and no further statements should be taken. If the school's guidelines have been breached, the Head of School/Head Teacher will contact the Chief Executive Officer and advise the staff member to consult his/her professional association.

**This Policy should be read in conjunction with the school's Child Protection and Safeguarding Policy, SEND Policy, Positive Handling Policy, Intimate Care Policies and Equality Policies.**

### **Policy Principles**

The An Daras Trust believes that to deny pupils all physical contact with adults is to deny a basic human need and an expression of care and concern for all pupils.

Physical contact may be appropriate:

- when a pupil needs to get comfort or reassurance, e.g. following an accident or personal crisis;
- when a pupil needs encouragement to attempt a new challenge, e.g. to climb on a piece of apparatus; and
- when there is a need to take urgent action to avoid an incident or injury.

However, physical contact must be appropriate for the age, understanding and gender of the child and must never threaten or be sexually inappropriate.

Staff should aim to be sensitive to:

- cultural backgrounds;
- the need to maintain pupils' personal space; and
- be aware of pupils who have been sexually abused and will
- either seek physical contact or positively avoid it.

Staff should take extreme care when offering physical comfort to pupils, particularly as they approach puberty, as physical contact may be misconstrued causing distress to all concerned.