



# Physical Restraint Policy

Approved by:	Full Governing Body
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## What is physical restraint?

- Restraint occurs whenever a member of staff, using intentional force, physically restricts a child's movement against his or her will.

Physical restraint does not include the use of gentle physical prompting or guidance where the child is happy to comply and the aim is to assist him or her to participate appropriately in activities.

There are other situations where physical contact may be necessary e.g.; demonstrating exercises in PE lessons; administering first aid; or offering comfort to a distressed pupil. This does not constitute restraint but staff should be conscious of pupil perceptions and recognise that for some pupils touching may be unwelcome and misinterpreted despite good intentions.

- It is a procedure for dealing with an unsafe or crisis situation.
- It must not be used as a form of punishment and must not be used when a less severe response might have effectively resolved the situation.
- Deliberate use of physical contact to punish a pupil, cause pain or injury or humiliation is unlawful, regardless of the severity of the pupil's behaviour or the degree of provocation.
- Parents should be given the opportunity to participate in discussions about the school's policy on behaviour, discipline and restraint procedures so that they are fully aware of the actions that may be taken if their child is involved in an incident.

## The use of physical restraint

Restraint should only be used in circumstances where there are good grounds for believing that the pupil is placing him/herself or other people in immediate danger or where there is a likelihood of significant damage to property.

If a school is aware that a pupil is likely to behave in a way that may require physical restraint it will be sensible to plan how to respond, should such a situation arise. This plan (Physical Handling Plan or PHP) should be shared with parents and other staff taking account of the school policy and legislation.

Where a pupil has identified social, emotional and mental health needs that make it likely that physical restraint maybe necessary an action plan should be created in consultation with school staff, appropriate professionals and the family. This should be referenced in the pupil's School Support Plan (SSP) or Pastoral Support Plan (PSP). This may include information on known triggers, de-escalation strategies, how support can be summoned if needed and any medical factors to be considered.

## Types of Restraint

Restraint occurs whenever a member of staff, using intentional force, physically restricts a pupil's movement against the pupil's will. This may mean restraining a pupil or moving him/her by physical means. The procedures of restraints apply to pupils of either sex and of any age.

Restraint can be:

- a) Partial - restricting and preventing particular movements.
- b) Total - as in the case of immobilisation.

**Partial Restraint** covers a wide range of techniques which can be applied in degrees to meet particular circumstances. It may involve:

1. Physically moving a pupil from a situation where there is an imminent risk of a violent incident and where the pupil has refused to respond to a reasonable verbal request.
2. Holding pupils to restrict their movements.
3. Retaining a pupil in a confined area in order to prevent individuals or property being damaged. (It is illegal to lock a pupil in a room or cupboard, which they cannot leave of their own volition).

**Total Restraint** is where pupils are held in such a way, which prevents them from moving. This could mean a pupil being held on the floor. This is an extreme form of restraint and would be used only when an assault was being thought a serious risk to others.

Staff should be aware that for some pupils the use of physical restraint may act as a positive re-enforcer for their behaviour.

## The Legal Framework

- Section 93 of the Education and Inspections Act 2006 allows teachers, and other members of staff at a school who are authorised by the head teacher, to use such force as is reasonable in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage to property. The guidance extends this to maintaining good order and discipline, for both on-site and offsite activities.
- Section 93 Education and Inspections Act 2006, gives all members of school legal power to use reasonable force, it can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.
- There is no legal definition of reasonable force. The Criminal Law Act (1967) allows any person to use such force as is reasonable in the circumstances to prevent an offence (eg. physical assault) being committed. Reasonable minimal force must be a matter of personal judgement. It is permissible:
  - in order to remove the danger of another person being assaulted
  - when a person is wilfully damaging property.
- The use of any degree of force or restraint is unlawful if the circumstances do not

warrant the use of physical force. The degree of force employed must be in proportion to the circumstances of the incident and the potential consequences.

- The law requires that force should be used only when every other approach has been tried and all practical methods to de-escalate the situation have been employed. Where a member of staff has clearly over-reacted and the use of force was unreasonable or excessive, he/she may be liable to disciplinary, civil or criminal proceedings.
- In cases of physical restraint, a written report must be kept on the child's file and logged on CPOMS to ensure accurate and secure record-keeping, and will need to include:
  - How the incident began and progressed including a description of the pupil's behaviour.
  - What was said by each party?
  - The steps taken to defuse/calm the situation.
  - The type of restraint used and with what degree of force, and for how long.
  - The pupil's response and outcome of the incident.
  - Injuries sustained by the pupil, another pupil, or a member of staff and any damage to property.
- It is recommended that this report be written within 12 hours of an incident occurring, and that the pupil is checked by a member of staff independent of the incident to ascertain if injuries have been sustained.
- It is always advisable to inform parents of an incident involving their child, and give them the opportunity to discuss it. The Headteacher will need to consider whether to inform parents straight away or at the end of the school day, and whether this should be done in writing or orally.

Staff who are required to provide this kind of physical support for students will be supported by the school through the provision of advice and training. Where appropriate, 'CALM' or other specific training will be provided.

### **Complaints**

- The possibility that a complaint may be lodged by a parent whose child has been physically restrained cannot be ruled out.
- This is less likely if the parents are party to the planning, which has taken place and are informed about the necessary actions, in agreement and informed appropriately should an incident occur.
- In circumstances where a complaint is lodged, it would be for a disciplinary panel or the court to decide whether the use and degree of force was reasonable in all the circumstances.
- To meet such circumstances, it is important that the school has procedures for managing complaints. It is expected that the member of staff involved would make time available to meet with the pupil and his/her parents/carers to discuss the incident. Such meetings should also be attended by the Headteacher or a senior member of staff.
- Assistance may also be sought from a governor, Education Welfare Officer or member of a voluntary organisation to support pupils and parents/carers

Reviewed: January 2025

## RESTRAINT – INCIDENT REPORT FORM

To be uploaded to CPOMS and recorded under CALM intervention category

### 1. Basic information

Name of Pupil: \_\_\_\_\_ DOB: \_\_\_\_\_ Yr: \_\_\_\_\_

### 2. Events leading to this incident

2.1 Where did the incident occur? \_\_\_\_\_

2.2 When did the incident occur? Time: \_\_\_\_\_ Day/Date: \_\_\_\_\_

2.3 How did the incident begin?

\_\_\_\_\_

\_\_\_\_\_

### 3. Describe the incident

3.1 What was happening at the time?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.2 Was anyone else involved? \_\_\_\_\_

3.3 Did anyone else see what happened? (give details) \_\_\_\_\_

\_\_\_\_\_

3.4 What behaviour was the pupil presenting that warranted restraint?

\_\_\_\_\_

3.5 Was there damage to property or an assault on a pupil or staff during the incident?

\_\_\_\_\_

3.6 What did you do to try to defuse the situation before using restraint?

\_\_\_\_\_

3.7(i) How was the pupil restrained? (describe)

\_\_\_\_\_

e.g. two people escort; one-person wrap; supine control

### 4. Injuries sustained

4.1 Was anyone injured? **YES / NO**

If yes, give details \_\_\_\_\_

\_\_\_\_\_

4.2 Was this recorded in the accident book/ Medical Tracker? **YES / NO**

4.3 Was the pupil checked for injuries by a member of staff who was not involved in the incident? **YES / NO**

If yes, by whom? \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_