

Policy Context

This Policy has been written to recognise that the use of reasonable force is one of the last, in a range of strategies available, to secure pupil safety and well-being. In turn this is also to maintain good order and discipline.

Our policy on restraint is tailored in conjunction with our Safeguarding, Health and Safety Policies, staff charter and Keeping Children Safe in Education- Part 1.

The main aims of this policy are to:

- To protect every person in Eat That Frog centres from harm
- To protect all students 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

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".

Article 4 of the Education Order 1998 clarifies powers that already exist in common law.

This enables teachers and other members of staff in the school, authorised by Directors and management, 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.

Definition of Physical Restraint

Physical restraint is the positive application of force with the intention of protecting the student from harming themselves or others or seriously damaging property.

Alternative Strategies to be Used Before Restraint

Restraint must only be used in the event where the need for physical restraint is immediate and where there are no equally effective alternatives (for example when a pupil is about to run across a road and is in imminent danger).

However, in many circumstances there are alternatives available these include but not limited to:

The use of assertiveness skills such as:

- Repetitive instruction in which an instruction is repeated until the pupil complies
- use of a distracter, such as a loud whistle, clapping or flashing lights to interrupt the behaviour long enough for other methods of verbal control to become effective
- withdrawal of attention – others in the room

Or other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high) or the use of other sanctions consistent with the learner induction/ground rules on student acceptable behaviour.

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 or aggressive conduct. Staff are only authorised to use reasonable force in

applying physical restraint when all other strategies have been exhausted. Although there is no absolute definition of what constitutes to reasonable force, this depends upon the particular situation and the pupil to whom it is being applied.

Force deemed not acceptable to use include:

- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing
- The 'double basket-hold' which involves holding a person's arms across their chest
- The 'nose distraction technique' which involves a sharp upward jab under the nose.

As a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary. In all circumstances other methods should be used if appropriate and effective physical restraint should be a last resort.

When physical restraint becomes necessary

YOU MUST:

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what they must do for you to remove the restraint (this may need frequent repetition)
- 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

YOU MUST NOT:

- Involve yourself in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil

- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Act in temper (involve another staff member if you fear loss of control)

Examples of when it might be appropriate to use reasonable force.

- A pupil attacks a member of staff, or another pupil
- Pupils fighting
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- A pupil is running in a corridor or on a stairway in a way in which they may cause an accident likely to injure themselves or others
- A pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)
- A pupil persistently refuses to obey an order to leave an area
- A pupil behaves in such a way that seriously disrupts a lesson.

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 SMT including SENCO should be informed verbally of any incident as soon as possible and all interventions should be recorded on an incident form.

The SMT/Centre Manager will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents/guardians informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behaviour plan, which may include an anger management programme, or other strategies agreed by the SENCO. Any behaviour plan should always be discussed and agreed with the parent/guardian.

It is also important to assess the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

A member of the SMT/Centre Manager will contact parents/guardians 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 provide them with an opportunity to discuss it.

The incidents must be written and reported immediately and stored with Safeguarding records.

Risk Assessments

All Post-16 learners have individual Risk Assessments written in line with EHCP requirements.

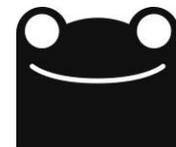
If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises.

Such planning will address:

- Management of the pupil (For example reactive strategies to de-escalate a conflict)
- Involvement of parents/guardians 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

This restraint policy, adhered to by all staff, should help to avoid complaints from Learners, Parents or Guardians.



**Eat That Frog
Group**

In the event of a dispute about the use of force actioned by a member of staff will lead to an investigation. This might include either disciplinary procedures or the Police and social services department under child protection procedures.

The investigation will be conducted alongside the guidance set by the Department for Education's Use of Reasonable Force in Schools.