

Waterthorpe
Nursery Infant School



Restraint Policy

October 2017

Approved by: Steering Committee

Date: 12/10/17

Next Review Date: Autumn 2017

Waterthorpe Nursery Infant School Restraint Policy

Aims of the Policy:

Section 550A of the Education Act 1996 clarifies the powers of teachers, and other staff who have lawful control or charge of the pupils, to use reasonable force to prevent pupils committing a crime; causing an injury or damage; or causing disruption. This policy aims to provide a code of practice to assist workers at Waterthorpe Nursery Infant School in managing situations where the restraint of children becomes necessary.

Staff authorised to use restraint:

The following colleagues have the power to restrain children, if absolutely necessary, and they have attended a BILD accredited training course:

Headteacher: Mrs Helen Stokes
KS1Leader: Mrs Michelle Clayton-Appleby
Teaching Assistant: Mrs Shelagh Rhead
Teaching Assistant: Mrs Michelle Green

All School staff who supervise pupils have statutory power to use reasonable force to prevent injury, damage to property or serious breaches of school discipline. The legislation providing this power has existed in its current form since 1998 and was re-enacted by section 93 of the Education and Inspections Act 2006.

Types of incidents where restraint may be used:

There are a wide variety of situations in which ***reasonable force*** might be appropriate, or necessary, to control or restrain a pupil. They fall into three broad categories

1. Where action is necessary in self-defence or because there is an imminent risk of injury.
2. Where there is a developing risk of injury, or significant damage to property.
3. Where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall into the first two categories are:

- A pupil attacks a member of staff or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or about to commit an act of deliberate damage to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by the misuse of dangerous materials or objects;
- A pupil is running inside the school building in a way in which s/he might have an accident;
- A pupil absconds from a class or tries to leave the school.

Examples of situations that fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.

Use of Reasonable Force:

The understanding of what is reasonable force will always depend on all the circumstances of the case. The use of force will only be deemed reasonable if the situation warrants it. Force will not be used for trivial misdemeanours or in a situation, which could be resolved without force. The degree of force must be in proportion to the incident and the seriousness of the consequences it is

intended to prevent. Any force used will always be the minimum needed to achieve the desired results.

Before intervening physically the member of staff will always try to deal with and diffuse the situation through other strategies before using force. Prior to physically intervening, they will; wherever practicable, warn the pupil who is misbehaving that they must stop. They will tell the pupil what will happen if they do not stop. They will approach the situation calmly and will attempt to communicate with the pupil throughout the incident making it clear that restraint will stop as soon as it ceases to be necessary. In some situations, when the member of staff feels that they are at risk of injury, they will summon help before attempting to intervene. Meanwhile they will remove all other pupils from the area and inform the child that they have sent for help. In these situations the member of staff will continue to attempt to diffuse the situation orally.

If at all possible additional adult support will always be summoned.

Staff will have to decide the most appropriate form of physical intervention to use. The following are the types of intervention available to staff:

- Physically interposing between pupils;
- Blocking a pupil's path;
- Holding a pupil around their body to prevent them causing damage with their limbs;
- Leading a pupil by the hand or arm;
- Shepherding a child away by placing a hand in the centre of the back.

In exceptional circumstances e.g. to prevent a child running into a road, staff will take any necessary action that is consistent with the concept of 'reasonable force'.

Recording Incidents:

After intervening the member of staff will:

- follow the school's accident procedures;
- report the necessity for intervention to the Headteacher or member of leadership team
- record a report in writing by filling in school restraint proforma.

The Leadership member will:

- provide support for the staff and pupil concerned;
- consider the needs of others who observed the incident;
- notify the parents/carers of action taken;
- initiate appropriate follow-up with the pupil;
- review the incident in the light of school procedures and disseminate conclusions reached;
- follow the appropriate complaint or disciplinary procedures.

The Headteacher is responsible for the formulation of this Policy.

Review:

Autumn 2017

Report on an incident requiring restraint

School: Waterthorpe NI School

Name of young person:

Date and time of incident:

Location of incident:

Events leading up to, and description of incident.

Names of other people present:

Date and time manager notified:

Parent/carer notified:

Description of outcome for young person:

Names of injured people (if any):

Action taken following incident:

Injury sustained (if any):

Damage to property (if any):

Signed:

Position:

Date and time of report:

NB accident procedures should be followed if appropriate

Equality Impact Assessment Template

Name of policy or project being assessed?	Date
Physical Restraints Policy	1/10/17

Priority Level	
High	
Medium	
Low	x

Lead Officer: Helen Stokes
Members of the assessment team: Helen Stokes & Suzanne Marriott
Others involved in the assessment (peer review/external challenge): Steering Committee members

What are the aims of the policy or project?
Section 550A of the Education Act 1996 clarifies the powers of teachers, and other staff who have lawful control or charge of the pupils, to use reasonable force to prevent pupils committing a crime; causing an injury or damage; or causing disruption. This policy aims to provide a code of practice to assist workers at Waterthorpe Infant School in managing situations where the restraint of children becomes necessary.
Who is the intended customer/service user of this project or policy?
Staff and children
What are the desired outcomes from this project or policy?
To provide clear guidelines for the physical restraint of children
List any other key policies, procedures, projects or strategies that this policy/project has implications on:
Child protection, management of allegations of child abuse against school based employees

What are the racial, disability and gender equality implications of the policy or project?

Does the policy or project have any significant positive impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	No
Does the policy or project have any significant adverse impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	No
Do you have any evidence	
Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?	

Action to take			
If you have indicated there is a negative impact, can it be justified?	YES	NO	
If you have indicated there is a negative impact and it cannot be justified, is it discrimination?	YES	NO	
N/A			
If you have answered YES, please list all the changes that you have made to eliminate this discrimination:			
Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)			

Signed (Person completing the form): 	Date: 1/10/17
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