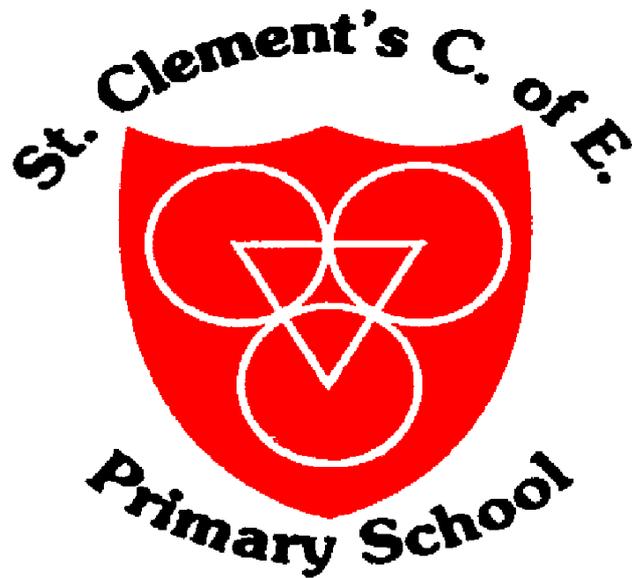


# St Clement's C. of E. Primary School



## Physical Restraint and Use of Reasonable Force Policy

Approved by: J Parker (Head) February 2024  
Due for review: February 2025

***“With Faith, Hope and Love We Can Achieve Greater Things.”***



***“Love is patient and kind. Love is not jealous or boastful or proud or rude. It does not demand its own way. It is not irritable, and it keeps no record of being wronged. It does not rejoice about injustice but rejoices whenever the truth wins out. Love never gives up, never loses faith, is always hopeful, and endures through every circumstance. Three things will last forever- faith, hope and love- and the greatest of these is love.” 1 Corinthians 13:4-7 New Living Translation***

**Vision Statement:**

At St Clements, we aim to ensure that everyone thrives within our caring Christian community.

We will use our Christian Values and Bible verse to provide hope during difficult times, gain strength from our faith and ensure love guides us, as an inclusive school family, in all of our actions.

**Our Christian Values: (Guiding our Thinking and Behaviour)**

**Love- (Core Value that all of our 6 Values Flow):**

**Faith, Hope, Respect, Compassion, Forgiveness & Thankfulness**

**Faith:** *“Is being sure of what we hope for. It is being certain of what we do not see.”*  
Hebrews 11:1

**Hope:** *“For I know the plans I have for you says the Lord, plans to prosper you and not to harm you, plans to give you hope and a future.”* Jeremiah 29:11

**Love:** *“Love is patient and kind. Love is not jealous or boastful or proud or rude.”* 1 Corinthians 13

**Respect:** *“Do to others as you would have them do to you.”* Luke 6:31

**Forgiveness:** *“Be kind and compassionate to one another, forgiving each other, just as God in Christ forgave you.”* Ephesians 4:32

**Compassion:** *“Finally, all of you, live in harmony, with one another; be sympathetic, love as brothers, be compassionate and humble.”* 1 Peter 3:8

**Thankfulness:** *“See that no one repays anyone evil for evil, but always seek to do good to one another and to everyone. Rejoice always, pray without ceasing, give thanks in all circumstances, for this is the will of God in Christ Jesus for you.”* 1 Thessalonians 5:15-18

## **DDA STATEMENT**

At St. Clement's we will aim to:

- **Promote equality of opportunity between disabled people and others.**
- **Eliminate discrimination that is unlawful under the Act.**
- **Eliminate harassment of disabled pupils that is related to their disabilities.**
- **Promote positive attitudes towards disabled people.**
- **Encourage participation by disabled people in public life.**
- **Take account of a disabled person's disabilities, even when that involves treating a disabled person more favourably than another person.**

### **Rights Respecting School Link to Articles:**

2, 6, 11, 12, 19, 23, 28, 29, 36,

**St Clement's CofE Primary School fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.**

**This policy is a whole school policy and applies to all pupils. Care and consideration will be given to the age of the child when following the guidance in this policy.**

**This policy applies to all staff, volunteers and contractors, paid and unpaid, working in the school including governors.**

**This policy has been written using advice taken from Use of Reasonable Force, Advice for Head Teachers, staff and Governing Bodies DfE 2013.**

The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND).

### **What is reasonable force?**

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
7. School staff always consider using a full range of de-escalation techniques as stated in the Pupil Code of Conduct Policy before any form of physical intervention. (Titled: Consequences of Inappropriate Behaviour, Pg 6 + 7)

### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force.

- This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
- At St Clement's, all members of staff are trained in Team Teach Level 1. This includes de-escalation technique as well as basic positive handling procedures.
- There is also a team of staff who are trained in Team Teach Level 2. This includes more complex positive handling procedures and crisis intervention.

### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### **When can Reasonable Force be used?**

Reasonable force can be used:

- to prevent pupils from hurting themselves or others, from damaging property, from committing an offence, or from causing disorder;
- to control pupils or to restrain them;
- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- to restrain a pupil at risk of harming themselves through physical outbursts;

### **When can Reasonable Force NOT be used?**

Reasonable force can never be used as a form of punishment.

### **Guidelines for the Use of Physical Restraint**

Professional judgement should be used in circumstances where the use of physical restraint and reasonable force is needed.

- Staff should not hesitate to act in an emergency provided they follow the guidelines in this policy.
- Staff should always satisfy themselves that the action they take would be considered justifiable by a wider audience of professional colleagues.
- In any application of physical restraint, the minimum reasonable force should be used to
- Calm down the situation.
- Help should be summoned from colleagues using the on call radio.

### **What to do in circumstances when the use of physical restraint and reasonable force is needed**

- Approach the pupil calmly but firmly.
- Where possible, the consequences of refusing to stop the behaviour should be explained and it should be communicated to the pupil that physical contact or restraint will stop as soon as it ceases to be necessary.
- A calm and measured approach is required by staff throughout.

## **Method of Restraint**

The method of restraint employed must use the minimum force for the minimum time and must be done by Team Teach trained members of staff. It should also observe the following:

### **Restraint must not:**

- Involve hurting the pupil
- Involve deliberately inflicting pain on the pupil
- Restrict the pupil's breathing
- Involve contact with sexually sensitive areas
- Involve locking the pupil in a room

### **During any incident the person restraining should:**

- Offer verbal reassurance to the pupil
- Cause the minimum level of restriction of movement
- Reduce the danger of any accidental injury
- Cease the restraint if there are any signs of physical distress in the pupil such as sudden change in colour, difficulty breathing or vomiting

### **Physical restraint can be:**

- Partial – restricting and preventing particular movements
- Total – as in the case of immobilisation

### **Physical intervention can take several forms and may involve staff:**

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Pushing
- Pulling
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back or in extreme circumstances using more restrictive holds

### **Do:**

- Use on call immediately.
- Ensure a free passage of air through airways
- Be aware of any feelings of anger
- Continue to talk to the pupil in a calm way
- Provide a soft surface if possible
- Be aware of any accessories worn by you or the pupil that could cause injury
- Monitor the pupil's respiration, circulation and state of consciousness

### **Don't:**

- Try to manage on your own
- Stop talking, even if the pupil does not reply
- Straddle the pupil
- Push their arms up their back
- Touch the pupil near the throat or head
- Put pressure on joints or on arterial pressure points (inside of upper arm, groin, neck)
- Use facedown holds

## **Recording Incidents**

- Minor or everyday use of reasonable force does not need to be recorded. For example, very young children running off in the playground and being guided back to the line by the teacher or assistant.

- All more serious incidents involving the use of physical restraint must be reported to the Head and the Assistant Head as soon as possible after the incident by logging as an incident on CPOMS.

### **Telling parents when force has been used on their child**

- Parent/carers should always be informed when force has been used on their child.
- It should be done with two members of staff present – one of whom must have been involved in the incident (if possible)

### **What happens if a pupil complains when force is used on them?**

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- If an allegation of abuse is made against a member of staff, the procedures set out in the Safeguarding and Child Protection Policy will be followed.