



# NOTLEY GREEN PRIMARY SCHOOL

Notley Green Primary School and Cann Hall Primary School  
form the CHANGE Schools Partnership Multi-Academy Trust

## Guidelines for Physical Intervention to Control or Restrain Policy

Date of Policy: Summer 2014  
Date Adopted: Summer 2014  
Date for Review: Summer 2016

## **Our Vision**

Aiming High; Changing Lives

## **Our Values**

Our Core Values at Notley Green both underpin and articulate the behaviours and beliefs that direct our policies, actions and behaviours. They have been revised and agreed by key stakeholders, including pupils, staff and governors and are as follows:

- HOPE
- TRUST
- RESPECT
- RESPONSIBILITY
- COURAGE
- PERSISTENCE

## **Introduction**

At Notley Green we believe that good behaviour and discipline are essential to successful teaching and learning. This policy is guidance to staff, and should be read in conjunction to our Behaviour Policy. It is important to have high expectations of behaviour from all our pupils. Our management of behaviour should preserve and enhance the self-esteem of our pupils. The purpose of this policy is to outline guidance and advice on physical contact and intervention for all staff who have contact with children, at all times where children are involved in school activities whether on or off the school premises.

## **Aims & Objectives**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on clear values that reflect mutual trust and respect for all as reflected in our school ethos, and key principles. Our school behaviour policy is therefore designed to support the way in which all members of the school can live, work and play together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our school approach to discipline is a positive one but all staff members have a legal power to use reasonable force (section 93 of the Education and Inspections Act 2006) to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property; and to maintain good order and discipline amongst pupils. It is agreed that the use of force as a last resort. Our school uses the guidance found in the DFE guidance: The use of force to control or restrain pupils (2010). Our policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. Our school is inclusive and takes into account the needs of all individuals in the learning community. It is essential that everyone is safe and secure so that our three basic rights can be achieved:

- The right to feel and be safe.
- The right to learn.
- The right to be treated with respect.

Definitions: The use of 'reasonable force' is used primarily in two ways in our school- to control pupils and to restrain pupils.

- **Control** can mean either passive physical contact (standing between pupils or blocking a pupil's path) or physical contact (leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).
- **Restraint** is when members of staff physically prevent a pupil from continuing what they are doing after they have been told to stop. The use of restraint is only used in extreme circumstances, for example, when two pupils are fighting or if a pupil puts themselves or others in immediate danger.

The term 'reasonable force' is the minimum force necessary to prevent a pupil from physically harming themselves or others or seriously damaging property. The manner of the force used attempts to preserve the dignity of all concerned and is a last resort. Some examples of situations where reasonable force might be used are:

- To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils
- To prevent a pupil causing deliberate damage to property
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so
- To prevent a pupil behaving in a way that seriously disrupts a lesson, or
- To prevent a pupil behaving in a way that seriously disrupts a school sporting event or visit.

**Prevention of the use of force:** Steps to avoid situations where force is required are outlined in our Behaviour Policy and must be demonstrated by the adult. Physical restraint should always be the last resort.

Staff have a responsibility to ensure the safety and security of their pupils. They are in a particular position of trust (in loco parentis). Before using force staff should engage the pupil in a calm and measured tone of voice, making clear that their behaviour is unacceptable and setting out how the pupil could choose to change their behaviour. Staff should keep calm and not give the impression that they are acting out of anger or frustration. The following should be applied in all cases:

- Staff should delay if at all possible
- An 'on the spot' risk assessment for each occasion that you feel reasonable force or restraint may be necessary should be made.
- Action should take place for the good of the child, a member of staff or another pupil.
- . Assure the restraint is not a punishment.
- Consider the environment, medical circumstances and clothing
- Never use other children as a restraint.
- Restraint or reasonable force should be witnessed by another adult.

- An immediate account of the incident and the steps taken to prevent and deal with a situation must be made to the Headteacher, head of school or assistant heads in their absence.

**Physical intervention:** Physical intervention can take the form of:

Physically interposing between pupils

- Blocking a pupil's path
- Holding as per restraint training
- Shepherding a pupil by placing a hand in the centre of the back
- Holding in order to direct a pupil to a safe area.

The law does not allow the use of force to include:

- Holding around the neck
- Any hold that might restrict breathing
- Kicking, slapping or punching
- Forcing limbs against joints
- Tripping
- Holding by the hair
- Holding the pupils face down on the ground.

Staff must always avoid touching or holding a pupil in a way that might be considered indecent.

### **Roles & Responsibilities:**

Our school recognised that from September 2014 it is the responsibility of our Governing Body to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, and for reporting these incidents to the parents as soon as practically possible after the incident by a member of the Leadership Team. [See Appendix for reporting sheet.]

### **Reporting**

Once completed, such forms are filed with the Pastoral Care Manager, having been signed by the Headteacher/Head of School. Our school makes individual risk assessments for pupils with Special Educational Needs and/or a disability associated with extreme behavioural needs.

Legislation allows members of staff to use 'reasonable force' and defines a member of staff as any teacher who works at the school and any person who, with the authority of the Headteacher, has lawful control or charge of pupils at the school'.

### **Authorised Individuals**

At Notley Green Primary School, various leaders, teaching and support staff are trained in the use of force (and a register kept). However, staff should not put themselves at risk. They would not be failing in their duty of care by not using force to prevent an injury, if doing so threatens their own safety. Staff at our school know that it is unlawful to use force

as a punishment. New staff will be made aware of the policy as part of their induction. Staff will be made aware of individual pupils who are considered likely to pose serious behavioural problems or violence by the Inclusion Leader/Pastoral Care Manager/Class teacher.

At Notley Green Primary School our approach to behaviour and discipline is summed up through the three rights and these inter-related policies:-

- Behaviour & Discipline Policy
- Guidelines on Use of Physical Intervention to Control or Restrain Policy.
- Anti-bullying Policy

The rationale and the aims and objectives of all of these policies are related and as such the policies are not applied in isolation. Each of these policies also link to DFES Circular 00368-2010 "Section 93 of the Education Act 1996, The use of force to control or restrain Pupils"

Agreed by Governors – September 2014  
Review date – September 2016

## Appendix 1

### Notley Green Primary School – Letter to Parents

Thursday, 11 September 2014

Dear Parents / Carers,

Your child ..... of class ..... had to be physically restrained today because of the following reason / s

- He / She attacked a member of staff or another pupil
- He / She was fighting with another pupil
- He / She was engaged in, or about to commit, deliberate damage or vandalism to property
- He / She was causing, or at risk of causing, injury or damage by accident (e.g. by rough play or the misuse of dangerous materials/objects)
- He / She was behaving in a way that is seriously disrupting a lesson
- He / She absconded from a class or tried to leave the school and **would be at risk if not kept there.**

If you would like to discuss the incident, please telephone the school office to make an appointment to see Miss Claire Russell, Head of School or Mr Stuart Ellis, Lead Headteacher.

Please could you complete the form below and return it to school so that school is aware that you have received this letter.

Yours sincerely

Sue Edwards  
Assistant Head (Inclusion) and SENCO

✂.....

To: Mrs. Edwards

I / We confirm that we have received the letter dated Thursday, September 11, 2014 regarding our child ..... having had to be physically restrained.

Signed ..... parent / carer

**Appendix 2 – Incident Reporting Form**

| <b>Record of restraint</b>  |
|---|
| Who participated in the restraint? Observers? Who was informed and when?  |
|   |
| When did the restraint occur? (date/time)   |
|   |
| What was happening before, during, and after the restraint? Describe alternative efforts attempted and the outcomes of those efforts. What behavior prompted the restraint? Describe the restraint. |
|   |
| Documentation of any injury to students or staff.   |
|   |
| Has the school taken, or will it take, any further actions, including disciplinary consequences?  |
|   |

Parent/Carer was informed by:

Telephone  Letter (with pupil)  Letter (post)  Personally

When were they informed? Time: .....Date: .....

Form completed by: .....Date: .....

Lead Head / Head of School .....

## Record of restraint training

| Name of staff | Date of training | Training provider | Date of expiry |
|---------------|------------------|-------------------|----------------|
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