



EDGEBOROUGH SCHOOL

**Physical Restraint Policy**  
(including EYFS and Boarding)

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## Context

The aim of this policy is to outline how and when physical restraint may be used at Edgeborough School and by whom.

## General Statements

- It is not illegal to touch a pupil – see below.
- Physical restraint may never be used by any member of staff as a punishment.
- The use of physical restraint may only entail the use of ‘reasonable force.’ By this we mean no more than is necessary.

*The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:*

- *Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).*
- *Causing personal injury to any person (including the pupil themselves).*
- *Causing damage to the property of any person (including the pupil themselves).*
- *Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise.*

## Who can use reasonable force?

The staff to which this power applies are defined in section 95 of the Act.

- 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 has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
- It does not include prefects.

## Examples of times when reasonable force may be used to: (non-exhaustive list)

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- 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.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

Such events would be considered to be extremely rare indeed in the school. 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.

## Examples of times when reasonable force should not be used

- Where a pupil is disruptive in a classroom and refuses to move. The appropriate action in this case is to call for assistance from a senior member of staff, or failing that, a colleague. Should the pupil continue to refuse to leave, the class should be moved to another room and the parents of the misbehaving pupil contacted.
- Where a pupil refuses to remain in a classroom for a detention. Members of staff should never block a pupil's exit from a classroom, since this can lead to physical contact and allegations of assault.

## 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. In this sense:

- 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.
- Staff should not act out of anger or frustration, or in order to punish a pupil, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.
- Staff should always seek support, where practical, from another member of staff (ideally a senior member of staff) before resorting to force.

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

- Approach the pupil calmly but firmly. Tell the pupil to stop and communicate in a calm and measured manner throughout the incident.
- 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.
- Take a calm and measured approach throughout.

After the incident:

- Immediate action should be taken to provide first aid for any injuries and to access medical help for any injuries that go beyond first aid.
- Provide/seek emotional support for the child and others involved.

## Method of Restraint

The method of restraint employed must use the minimum force for the minimum time. 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.

The restraint applied should not:

- Involve hurting the pupil.
- Involve deliberately inflicting pain on the pupil.
- Restrict the pupil's breathing.
- Involve contact with sexually sensitive areas or be interpreted as sexually inappropriate conduct.
- Involve locking the pupil in a room.

Whilst staff should make every effort to avoid acting in a way that might reasonably be expected to cause injury, in the most extreme circumstances it may not always be possible to avoid injuring a pupil.

## **Forms of Physical intervention**

Physical intervention can be:

- Partial – restricting and preventing particular movements (passive).
- Total – as in the case of immobilisation (active).

Physical intervention 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 (requiring specific expertise/training)

Where there is a high and immediate risk of death or serious injury, any member of staff would be justified in taking any necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result). Such situations could include preventing a pupil running off the pavement onto a busy road or preventing a pupil from hitting someone with a dangerous object such as a glass bottle or hammer.

## **Do:**

- Summon help immediately. A pupil can be sent to get another adult.
- 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

## **Staff Training: Positive Touch Training**

Given frequency of use and age of children (requiring care and safety) selected staff in the EYFS, Pre-Prep and Junior Prep receive training in 'Positive Touch'. Built on core values of care, welfare, safety and security, this virtual training reflects a commitment to a restraint reduction approach while giving staff the skills they need to manage risk behaviour. It is part of the MAPA programme of skills and is an approved training for Surrey schools.

Delivered by licenced MAPA trainers, the training covers:

- The Legal Framework
- Risk Assessment and Decision Making
- De-escalation and Prevention Strategies
- Managing Risk Using Disengagement and Holding Skills
- Post Crisis Support

Trained staff are listed in Appendix A.

## **Communication of events**

Staff who use physical force as a restraint on a pupil should notify the Head immediately.

The Head will contact the parents of the pupil to communicate the circumstances and reasons for the use of restraint.

In the EYFS the incident will be written up in the 'Incident Book' and signed by the caregiver at collection.

## **Other physical contact with Pupils**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. At Edgeborough teachers are encouraged to inform the child (depending on age) if they are about to make physical contact, e.g. when demonstrating the correct position for handwriting, sport, playing a musical instrument, or even for a pupil in distress.

If a member of staff is unsure about whether or not physical contact is warranted, they should consider:

- Is this contact appropriate to my role in the school and my relationship with the child?
- Is this proportionate to the situation? Is the level of physical contact I am offering suitable for the needs of the child?
- Is this physical contact being initiated by the child, either by request, body language or presenting a level of need?

Examples (non-exhaustive list) of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school.
- When comforting a distressed pupil.
- When a pupil is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To give first aid.
- To assist with changing (of shoes, coats).
- To sooth young children to sleep.
- To safely lift a young child onto the nappy changing station.

## Other advice and guidance available

- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)

## Appendix A:

Staff Member	Year Group	Date of Training
Sally Hayman-Start	Reception	15/06/2022
Tania Morante	Year 1	17/11/2021
Charlotte Roberts	Nursery	9/3/2022
Jo Uprichard	Pre-School	3/10/2022
Jo Lockley	Year 2 (ELSA)	6/02/2023
Lucy Liddicoat	Year 2	23/02/2023
Tanya Pavitt	Year 3 (ELSA)	11/09/2023
Olivia Clements	Reception	11/09/2023