



Reasonable Force Policy

From 'Keeping Children Safe in Education' 3rd September 2018 p26

'There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, or to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed.' The use of force may involve 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 the classroom.'

Staff at Prince of Wales Primary School recognises that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety / well-being and also to maintain good order and discipline, including insuring school property. It should also take into account the needs of the individual pupils (e.g. pupils who have identified additional needs). Our policy on restraint should therefore be read in conjunction with our Behaviour and Safe guarding policies.

The aims of the policy:

To keep every person in the school community from harm.

To protect all pupils 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.

Why use physical restraint?

Physical restraint should avert danger by preventing or deflecting a pupil's action or perhaps by removing a physical object, which could be used to harm him / herself or others. It is only likely to be needed if a pupil appears to be unable to exercise self-control of emotions and behaviour. Or to prevent damage to property.

Alternative strategies to physical restraint:

- Repeat instruction until the pupil complies
- Use a distraction technique – e.g. blow a whistle to break up a fight
- Removal of the audience – take other children out of the room
- Other techniques – e.g. avoid confrontation, use humour; the situation can be dealt with once emotions are no longer running high
- Use of sanctions in line with the school behaviour policy

When physical restraint becomes necessary:

DO

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 s/he 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

DON'T

Act in temper (involve another staff member if you fear loss of control)
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

After the incident:

A member of the SLT should be informed. They will contact parents / carers and inform them of the incident. All staff involved should log the incident. (See Appendix 1).

If the behaviour occurs frequently a Behaviour Support Plan, involving a member of the Inclusion Team, Parents/ carers and class team should be drawn up. This plan may include an anger management programme. (See Appendix 2).

Risk assessments:

If we feel that an individual pupil will behave in a way that requires frequent restraint a risk assessment will be written.

The risk assessment will include:

1. Management of the pupil – e.g. strategies to defuse the situation
2. Involvement of parents / carers so they are aware of the actions school is taking
3. Staff to be briefed so they know how they should be behaving
4. Staff to know where additional support is available

Definition of reasonable force from the 'Education and Inspections Act 2006'.

Reasonable force is an action 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.

Date of policy: Summer 2018

Due to be reviewed: Summer 2021

Prince of Wales Primary School



Appendix 1:

Serious Incident Report Form:

Name of Pupil: _____

Class: _____

Date: _____

Time: _____

Duration: _____

Location of incident: _____

No. of incidents this half term: _____

The nature of the serious incident included:		
Physically hurting / threatening	Peer <input type="checkbox"/>	Adult <input type="checkbox"/>
Incident of bullying <input type="checkbox"/>	Racism <input type="checkbox"/>	
Extreme verbal aggression / sexualised language directed at	Peer <input type="checkbox"/>	Adult <input type="checkbox"/>
Theft <input type="checkbox"/>	Spitting <input type="checkbox"/>	
Flagrant disregard for the health and safety of themselves or others <input type="checkbox"/>		
Refusing to return to class <input type="checkbox"/>	Refusing to leave the class <input type="checkbox"/>	

Details of the Incident:
 Identifiable Trigger? Possibly holding onto a disagreement from earlier in the day

Action taken: (SLT called / separation / outcome / consequences)

Injury to peer <input type="checkbox"/>	Injury to staff <input type="checkbox"/>	Damage to property <input type="checkbox"/>
Physical intervention by staff <input type="checkbox"/>		Parents / carers contacted <input type="checkbox"/>

Signed: _____ Name: _____ Date: _____

SLT: _____ Name: _____ Date: _____

Type of physical intervention used:



Appendix 2:

Behaviour Support Plan:

<u>Child's name:</u> <u>Date of birth:</u> <u>Date of review meeting:</u>		
<u>Communication</u>	<u>Learning Styles</u>	<u>Sensory summary:</u> <u>Likes:</u> <u>Dislikes:</u>
<u>Preventative strategies</u>		<u>Rein forcers / Rewards</u>
<u>Specific behaviours</u>		<u>Strategies to be used</u>

Signature of parent / carer: _____

Signature of staff: _____

Date: _____