



Restraint Policy

February 2025



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TEAGUES BRIDGE PRIMARY SCHOOL

Restraint Policy

Written on:	May 2016
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Staff Responsibility	Mrs S. Abdulla
Governor responsibility	Steve Reynolds

Aims:

At Teagues Bridge Primary School our aim is to provide a welcoming, secure and safe environment. We are committed to a positive behaviour policy which encourages children to make positive behaviour changes. We do however recognise that children sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of physical intervention by named staff Mrs Abdulla and Mr Hale, who have both received MAPA training. No other members of staff should restrain any child for any reason.

This policy should read in conjunction with the guidance issued by DfE. The school follows the principles set out in the guidance. It should also be read in conjunction with the school's behaviour policy. Our aim is to create an environment and ethos in which force is unlikely unless a child or children are in immediate danger.

Circumstances in which reasonable force may be used:

The education and Inspections Act 2006 allows teachers and other persons who are authorised by the headteacher to use reasonable force in all circumstances to prevent a pupil from doing or continuing to do, any of the following:

- Commit a criminal offence (including behaving in a way that would be an offence if the pupil were under the age of criminal responsibility)
- Injuring themselves or others

- Causing damage to property (including their own property)
- Engaging in any behaviour prejudicial to maintain good order and discipline.

The policy is only applicable when an authorised person is on the school premises, or has lawful control or charge of the child concerned during an authorised out of school activity.

Mrs Abdulla (Headteacher) and Mr Hale (Year 6 teacher/SLT member) are MAPA trained and authorised to restrain. All staff have a **blue card** with **M** on that they would send if faced with a possible restraining situation.

Staff need to make a judgement about:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used.
- The chances of achieving the desired result by other means.
- The relative risk associated with physical intervention compared with using other strategies.

Wherever possible these judgements should take account of the particular characteristics of the pupil, including SEND, age, or disability the pupil may have.

Using Force:

Before using force staff should wherever practicable, tell the pupil to stop misbehaving and what will happen if they do not. The member of staff should communicate the action in a calm and measured manner throughout the incident. Staff are advised that as far as possible, they should not use force unless or until another adult is present to support, observe and call for assistance.

Types of force used could include:

- Standing between pupils or blocking a pupils path
- Leading a pupil by the hand or arm
- Ushering a pupil away by placing a hand in the centre of the back

See MAPA training manual for positions and procedures

Do not strike blows or retaliate against pupils, to do so would exceed your authorisation to intervene, and create a significant risk of an allegation of assault being made.

Prior to using physical intervention consider:

- Whether such action will exacerbate the situation.
- Whether the situation can be dealt with using other strategies.
- Whether strategies may be developed by individual children which can be used to defuse or calm the situation.
- Whether the action is a substitute for good behaviour management.

Actions after an incident:

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The headteacher should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural IEP, which may include anger management programme, or other strategies agreed by the headteacher and the SENDCO.

Recording Incidents:

All incidents should be recorded immediately on the pupil restraint report form. All sections should be completed. In the event of any future complaint or allegation this record will provide essential and accurate information. A copy should be filed in the child's appropriate file in the office.

The headteacher or member of the SLT will contact the parents as soon as possible after an incident, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

Risk Assessment:

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Strategies to be used prior to the intervention

- Ways of avoiding triggers if these are known
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking
- Identification of additional support
- The school's duty of care to all pupils and staff

Complaints and Allegations:

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures.

It is our intention to inform all staff, pupils, parents and governors about these procedure and the context in which they apply.

Record of physical intervention or restraint

Date of incident:

Time of incident:

Pupil name:

DOB:

Members of staff involved:

Adult witnesses to restraint:

Pupil witnesses to restraint:

Outline of event leading to restraint:

Outline of incident of restraint (including restraint method used)

Outcome of restraint

Description of any injuries sustained by injured pupil and any subsequent treatment

Date parent/carer informed of incident:

Time:

By whom:

Outline of parent/carer response:

Signature of staff completing report:

Date:

Signature of Head:

Date:

Brief description of any subsequent inquiry/complaint or action: