



PHYSICAL CONTACT & RESTRAINT POLICY

Author of Policy
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Date adopted by Governors/Academy
December 2014

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Signed on behalf of Governing Body

Date reviewed
December 2014

All Saints Church of England Academy, Plymouth aims to be an inspirational community of learning, which will transform the life chances of the students and make a positive contribution to the well-being of the local community and the wider world. The Academy is rooted in Christian values including truth, justice, forgiveness, generosity and respect. The Academy aims to provide outstanding educational opportunities and experiences which will enable all students, regardless of ability and background, to bring out the best in themselves, and to make a difference for good in the world.

The Academy believes that education is about the development of the whole person, and in educating each student will endeavour to:

- sharpen the mind
- enrich the imagination
- strengthen the body
- nourish the spirit
- encourage the will to do good
- open the heart to others

This policy and the associated procedures are based on these principles, aims and beliefs.

Introduction

The Academy believes that to deny pupils all physical contact with adults is to deny a basic human need and an expression of care and concern for all pupils.

However physical contact must be appropriate for the age, understanding and sex of the child and must never threaten or be sexually inappropriate.

Staff must be sensitive to:

- cultural backgrounds
- the need to maintain pupils' personal space
- be aware of pupils who have been sexually abused and will either seek physical contact or positively avoid it

Policy Statement

Guidelines on the use of force to control or restrain pupils are part of the Academy's Physical Contact & Restraint policy. Restraint will not be used punitively. The Academy has a disciplinary approach based on positive reinforcement of acceptable behaviour.

All Academy staff are familiar with the Academy's policy and have a clear understanding about when physical restraint is appropriate and how it should be done. They must also know when and how to get support from other staff (e.g. when a situation is getting out of hand the member of staff should designate a pupil to go to the office to get X).

Physical restraint may be used by those staff authorised to do so by the Principal.

All authorised staff will undertake training. Details of the training programme will be recorded. Authorised staff will sign an undertaking that they understand the criteria when physical restraint should be used and the procedures for recording all such incidents (the Academy may wish to insert the names of authorised staff here).

Staff have a right to defend themselves against physical attack, and do everything possible to diffuse the situation before such an attack occurs. In the event that it is necessary to defend themselves against physical attack minimum force for maximum effect should be used. Parents will be informed of the action the Academy intends to take should the need arise, this will be done through induction meetings and a statement in the Academy prospectus.

Risk Assessment

- all staff including teachers, classroom assistants and other colleagues in the Academy must be informed about pupils/families who are vulnerable or volatile
- vulnerable or volatile pupils/families should be clearly identified in documentation e.g. on the pupil's profile and on the main records which will be annotated
- a risk assessment based on knowledge and previous experience will be carried out and a plan of action for individuals will be written by the Principal or delegated member of staff.

Physical contact may be appropriate

- when a pupil needs to get comfort or reassurance e.g. following an accident or personal crisis.

- when a pupil needs encouragement to attempt a new challenge e.g. to climb on to a piece of apparatus.
- when there is a need to take urgent action to avoid an incident or injury

However staff should take extreme care when offering physical comfort to pupils of the opposite sex, particularly as they approach puberty because physical contact can be misconstrued and this can cause distress to all concerned.

Staff should not be alone with pupils except in exceptional circumstances. Classroom doors should be left open when one member of staff is left supervising/talking with/teaching small groups or individual pupils.

The Use of Force to Control or Restrain Pupils

This policy should be read in conjunction with DfEE Circular 10/98 and takes into account Education Acts 1996 and 1997 which state reasonable force and restraint may be used to prevent a pupil from doing, or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property including the pupil's own property
- engaging in behaviour prejudicial to good order at the Academy or among any of its pupils whether that behaviour occurs in a classroom during a teaching session or elsewhere

Action

Situations in which reasonable force might be appropriate are:

- i. When action is necessary in self-defence e.g. when the pupil attacks another pupil or adult
- ii. Where there is an immediate or imminent risk of injury to another child or an adult e.g. when pupils are fighting or there is rough play or misuse of dangerous materials or objects.
- iii. Where there is immediate risk of significant damage to property – when a pupil is about to vandalise property
- iv. Where behaviour jeopardises good order and discipline e.g. where a pupil absconds from the classroom or Academy buildings. (Note – this only applies if the pupil could be at risk if not kept in the classroom or at school)
- v A pupil persistently refuses to leave an area e.g. the classroom or a playground etc.
- vi Behaviour which seriously disrupts a lesson.

Physical intervention may need to be used when

- i. There is clearly no alternative approach which would work in the circumstances i.e. there is an immediate urgency to resolve the situation
- ii. Defending or protecting

Procedure

- i Staff must use minimum force for maximum effect over the shortest time and use only the agreed restraint methods
- ii Pupil safety is paramount. Staff must be aware of signs of distress such as vomiting, changes in colour, breathlessness etc.

- iii After an incident staff must complete the "Report of Incident Involving Physical Restraint". One copy is to be placed in the staff incident file and the top copy must be passed to the Principal (or other member of the Senior Leadership Team with delegated responsibility)
- iv Parents must be informed on the same day as the incident, of the circumstances which led up to the incident and the outcome. Parents must also be informed of any future action the Academy intends to take.
- v. The Senior Leadership Team and staff will evaluate any incident or physical restraint to inform future management of pupils in similar situations.
- vi Staff involved will be debriefed following an incident and kept informed of any future action which relates to it.
- vii A report on the operation of this policy will be made by the Principal to the full Governing Body at least once a term. The Chair of Governors will be informed on the day of an occurrence.

Essential Points to Remember

Whenever possible staff are advised to seek the support of another adult when they need to use reasonable force to resolve a situation they cannot deal with in any other way. The other adult will be a witness to the incident and will complete a witness report for the record.

In some extreme cases staff are advised not to intervene in an incident, unless it is an emergency. Staff must judge whether it is safe to remove other pupils to a safe distance and seek help from other colleagues or the police. In such incidents, the teacher/member of staff should tell the pupil that he/she has sent for help and continue to try to diffuse the situation orally. If the situation is diffused successfully the incident log must still be completed so that others may learn from the experience.

Complaints

In the event of complaints to the Academy or to Social Services in connection with the use of force by a member of staff, the Principal (or delegated member of the Senior Leadership Team) will seek the advice and support of personnel on how to respond to the complaint.

Application of Force

Physical intervention can take several forms. It might involve staff in:

- physically interposing between pupils
- blocking pupil's path
- holding
- pushing or pulling but only in extreme circumstances to avoid danger
- 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

In exceptional circumstances where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of reasonable force, for example to prevent a young pupil from running onto a busy road, or to prevent a pupil from hitting someone or throwing something.

In other circumstances staff should not act in a way that might be expected to cause injury for example by:

- holding a pupil around the neck or by the collar or in any other way that might restrict the ability to breathe
- slapping, punching or kicking
- twisting or forcing limbs against joint
- tripping up
- holding or pulling by the hair or ear
- holding a pupil face down on the ground

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

Staff must always consider whether a risk is urgent and whether there is any alternative to physical intervention.

Staff should always try to deal with the situation using other agreed strategies to calm a situation before using force. See advice in the Student Behaviour policy.

The Use of Force to Control or Restrain Pupils Reminder of Dos and Don'ts

Do

Know the procedures in the Academy

Stay calm

Tell the pupil what you are doing and why

Use the minimum force necessary

Involve other staff if possible

Tell the pupil what he/she must do for you to remove the restraint

Use simple language

Relax your restraint in response to the pupil's compliance

Don't

Act in temper

Place yourself at risk

Involve other pupils in the restraint

Grasp or hold the pupil in sexual areas

Twist or force limbs back against the joint

Bend fingers or pull hair

Hold the pupil in a way that restricts blood flow or breathing

Slap, punch, pinch or kick

Trip up the pupil

Guidelines on the use of force to control or restrain pupils

1.0 Introduction

The purpose of this guidance is to provide support for Headteachers and staff for the management of challenging behaviour in schools or during educational activities off site.

The Health and Safety at Work Act, Children Act 1989, Section 550A of the Education Act 1996, Section 4 of the Education Act 1997 and DfEE Circular 10/98 "The Use of force to Control or Restrain Pupils", have all been taken into account.

It is helpful for schools to produce their own policy as part of a whole school policy on the management of behaviour. A model school policy is attached as Appendix 1.

This guidance cannot cover every situation which can occur. However it is hoped that it will create a framework within which all staff feel confident with the actions they may have to take from time to time when dealing with pupils who have severe behavioural difficulties. The LA will fully support staff who can demonstrate that they have understood and complied with these behaviour management procedures.

2. Context

- 2.1 This guidance provides a framework within which staff judgements will be made and specific events and incidents are addressed. It is intended to ensure that all schools and other educational settings provide a safe working environment for young people, staff and visitors.
- 2.2 Teachers need to be aware that their employment imposes on them a duty of care in order to maintain an acceptable level of safety. Sometimes the conduct of young people can on occasions become dangerous. Physical intervention will then be required which, inevitably, is a high-risk activity. This guidance cannot anticipate every situation and so the sound judgement of staff remains crucial. DfEE Circular 10/98 clarifies the situation regarding Headteachers' capacity to empower teaching and non-teaching staff to apply physical restraint in appropriate circumstances. Headteachers and governors will need to make their position explicit in their school policies.

2.3 Key Information

The general legal rule is that any person who touches another person without his or her consent commits an unlawful act. In most circumstances physical contact with pupils is not necessary.

However a member of staff who has used appropriate physical restraint will have a good defence to any legal action against them if

- the purpose of the physical intervention was to avert immediate danger of injury to any person or an immediate danger to the property of any person ("person" includes the pupil) and
- no more force was used than was reasonably necessary in the circumstances.

2.4

Staff should not hesitate to act in an emergency – providing they follow this guidance. Indeed staff have a legal obligation to safeguard the welfare of children in their care.

2.5 Working principles:

- physical intervention in a crisis will be a last resort and only undertaken when all other means of calming the situation have failed.
- schools will need to include the use of force to control or restrain pupils in the context of other school policies such as behaviour management, child protection, Health and Safety, disciplinary procedures.
- physical restraint will never be part of the rewards and sanction system of the school. All staff will seek to promote an atmosphere of calm predictability and order so that young people and staff feel secure.
- all staff are expected to have an understanding of the cultural differences of children and to respond appropriately.
- when the safe framework of the school is challenged by the violent or dangerous behaviour of a young person, there is a need to achieve a fit and safe resolution of the situation as a minimum goal.
- the proportion of staff attacked in such situations needs to be understood clearly by all staff, young people and their parents. Such practice needs to be consistent and considered. All actions taken down will be fully recorded in a standard format which is readily available to staff and their managers.
- every school will be offered training in the use of force to control or restrain pupils for a named member of staff to enable them to offer further advice and arrange appropriate training for their colleagues.

3. Physical Contact with Children

3.1 It is unrealistic to suggest that teachers and other members of staff should touch pupils only in emergencies. Younger pupils in particular will need reassurance and comfort in certain

situations. School staff will need to bear in mind that perfectly innocent actions can sometimes be misconstrued.

- 3.2 Controlling difficult behaviour is not the only circumstance when there is physical contact between staff and children. We all need to respond to children in a way that gives expression to appropriate levels of care and which provides comfort to ease the child's distress. There is to be no inappropriate physical contact between care-providing adults and children.

Staff need to ensure that any physical contact is not open to misrepresentation by a child or any other person.

- 3.3 Certain principals are indicated:
- the level and type of physical contact should reflect the educational and social needs of the pupil, for example physical contact is likely to occur in some PE and drama activities, as well as for children who require a personal assistance programme.
 - Physical contact should not respond or lead to expectations of anxieties in any form. Consideration should be given to the needs of pupils in school who may have suffered abuse and/or neglect.
 - A pupil who indicates the need for physical contact or comfort should not be responded to automatically. He or she should be responded to with due consideration of this guidance.
 - There should be no general expectation of privacy for the physical expression of comfort in any circumstances. Staff must endeavour not to be alone with a pupil in any situation.
- 3.4 Pupils can be re-engaged successfully in their education activities without the use of force and diverted from destructive behaviour. When a pupil is engaged in an argument or a fight, which in itself is not likely to cause serious harm but is nonetheless disruptive and detrimental to the well-being of other pupils, he or she may be diverted successfully by using other management techniques. **If physical intervention is unavoidable, it is important that the degree of force used is appropriate to the situation.** It is appropriate to use physical prompts and guidance when positive verbal prompting has been unsuccessful.
- 3.5 Physical intervention should only be used as a last resort. Staff should be mindful of the fact that close proximity to pupils who are in a highly agitated state can make matters worse.

4. Guidelines for Good Practice

- 4.1 Circular 10/98 explains that physical restraint is a form of control which staff are authorised to use, by the Headteacher, when all other alternatives have failed, and where staff believe it is their duty of care to intervene, and/or where the urgency of this situation does not allow for other methods to be employed. The Circular offers the following circumstances:

- committing a criminal offence, (including behaving in a way that would be an offence if the people were not under the age of criminal responsibility)
- injuring themselves or others
- causing damage to property (including the pupil's own property)
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, or where that behaviour occurs in a teaching session or elsewhere.

If you do not feel able to intervene, **you should seek assistance immediately.**

4.2 Information

When using physical restraint, the level and duration of the restraint will always be the minimum necessary to restore safety.

Knowledge of the pupil is a key factor in the judgement that will be made.

4.3 Safe Handling Principles

The principles of safe handling are based on certain assumptions.

- A situation is about to exist in which people or property will be in serious danger of injury or damage.
- Close proximity to pupils who are in a highly agitated state can make matters worse.
- Steps to avoid the need for physical intervention have been taken. The physical restraint of a young person will be considered as a last resort attempt to cope with a particular situation.

4.4 Handling techniques will be addressed through training. Methods of restraint adopted by a school must form part of a clearly agreed and understood policy which accords with the criteria set out in paragraph 7 below

Reasonable force is not defined in Circular 10/98 but relevant consideration are:

- the use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be satisfied to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.
- the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

4.5 Situations in which Physical Intervention may be necessary

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

5 Safe Handling

5.1 Risk Evaluation

The law says that the restraint of a child or young person should calm the situation and not lead to greater injury or an escalation of violence. The following factors need to be taken into account in evaluating the risks involved and in determining the techniques to be employed:-

- the age, and relative physiques and known medical conditions of both the adult restrainer and the child/young person
- the genders of staff and the child/young person
- the presence of a second adult available to assist, supervise and become involved in the intervention
- the scope to secure the presence of a second or further adult
- spectacles, hearing aids, jewellery, hearing aids, clothing worn by the child/young person and the adult restrainer
- the restrainer's capacity to act calmly and systematically
- the location of the incident and the potential for the risk to be carried out safely
- knowledge of the child/young person's previous experience of restraint and their previous reactions
- the presence of any weapons
- the child's known or perceived substance abuse

5.2 Staff working in situations where there is a reasonable likelihood that they may have to employ techniques of physical restraint should consider whether their clothing, jewellery, and hair style add to the danger of injury to themselves and others.

Any physical intervention involves a degree of risk. The assessment of the level of risk is a calculation that must be made before deciding to intervene. Think clearly and carefully before acting.

6. Planning for Incidents

6.1 If a school is aware that a pupil is likely to behave in a way that might require physical restraint, it should plan how to respond. Such planning should address:

- managing the pupil (e.g. re-active strategies to de-escalate a conflict, what holds might be used)
- involving the parents (so that they are clear about what action the school may need to take)
- briefing staff (to ensure they know what action they should be taking)
- ensuring that additional support can be summoned if appropriate
- the need to take medical advice about the safest way to hold pupils with specific health needs (particularly in SEN settings).

7. Safe Handling Methods

7.1 Handlers must use the minimum force necessary for the minimum amount of time and must meet the following criteria:-

- handling must not involve hitting the child with your person or any other object
- handling must not involve punitive acts, deliberately inflicting pain on the child or young person e.g. joint locks or finger holds

- handling must not restrict the child or young person's breathing e.g. must not involve throat or neck holds or pressing the side of a young person's face into soft furnishings
- adults must avoid tapping the genital area, the buttocks or the breasts of the child or young person
- handling must avoid the adult putting weight on the child or young person's spine or abdominal area

During any incident of restraint adults must seek as far as possible to:

- lower the child or young person's level of anger or distress during restraint by continually offering verbal reassurance, and avoiding generating fear of injury in the child or young person
- cause the minimum level of restriction or movement of limbs consistent with the danger of injury. For example do not restrict the movement of the child or young person's legs when they are on the ground unless flailing legs are likely to be injured.
- take account of the danger of accidental injury during restraint by using a method appropriate to the environment in which it has taken place. For example on a paved surface the adult should seek to avoid placing the child or young person on the ground.
- work together as a team with one member taking the lead, in situations where a group of staff is involved
- avoid personal risk
- not involve another child/young person in assisting with restraint
- avoid moving the child/young person during restraint. Experience has shown this can prove problematic and is only justifiable when remaining in the original location would be more physically dangerous

8 Recording Events and Actions

8.1 Governing Bodies should establish arrangements to ensure that all incidents of restraint are logged by the member(s) of staff involved as soon as possible after the event. This should take the form of a special log book or file with formatted pages.

8.2 Some schools already have good practice of using a standard format for recording any incident, not just the physical restraint of a young person.

8.3 The entry in such a book must be made by the member(s) of staff concerned who should sign and date it. The report should include:

- details of when and where the incident took place (a sketch plan might be helpful)
- circumstances and significant factors which led to the incident
- the duration and nature of any physical restraint used
- the names and pupils and staff involved and witnesses
- a description of any injuries sustained by pupils or staff and subsequent medical attention (further action must be taken in this instance, see paragraph * below)
- a description of any action taken after the incident

8.4 The incident book should be available for inspection by the officers of the authority and the governing body.

8.5 A suggested format suitable for use in recording incidents is provided in Appendix 1.

- 8.6 Children with special educational needs may require more frequent physical intervention. In such cases it would be impractical to complete a separate record for each incident and schools may need to consider a different recording system depending on circumstances.
- 8.7 Where injuries occur, guidelines for health and safety must be followed. If a pupil is injured, parents must be informed at the earliest opportunity.

9. Witness Statements

- 9.1 Immediately after the incident has been resolved, the Headteacher or senior member of staff the designated teacher for child protection and if the child concerned is a 'Looked After Child' that designated teacher should be appraised verbally of the situation.
- 9.2 Statements may need to be taken from the witnesses. This should be carried out by a senior member of staff as soon as possible after the incident and taking into account child protection considerations set out in Section 12 below.
- 9.3 When taking a witness statement from another child, the following points should be considered:
- avoiding the risk of collusion
 - having a quiet place in which to report the statements
 - the language skills of the child
- 9.4 If, after the initial reporting of the incident, the Headteacher or senior member of staff considers that the schools' guidelines on the use of physical restraint have not been followed, the incident should not be pursued further but should be referred for action in accordance with the Council's multi-disciplinary Child Protection Handbook. Further guidance in these circumstances should be sought immediately from Human Resources.

10. Management Considerations

- 10.1 All incidents involving the physical restraint of pupils must be discussed as soon as possible with a senior member of staff and the Headteacher should be involved as soon as is practicable thereafter.
- 10.2 All senior staff involved must record details of their involvement at every stage, together with details of all follow up action.
- 10.3 At an appropriate time, the pupils and staff involved must have an opportunity to discuss the matter with the relevant members of the senior staff. In all schools, follow up actions need to be appropriate to the age and ability of the pupil. Headteachers should share the written reports with the pupil and a view of the incident should be reported as soon as possible after the incident. Parents and carers should always be informed about what has happened to the child and offered an opportunity to discuss this with the Headteacher or senior member of staff.
- 10.4 An incident involving the use of physical restraint can be an unusual occurrence in a school. Careful thought needs to be given to placing the incident in context to those adults and pupils who witnessed the event.
- 10.5 Thought needs to be given to the possible effects that restraining a young person has on a member of staff. Apart from suffering physical injuries, staff may need time to recover in a quiet space with support from a colleague.
- 10.6 Members of staff should be advised to contact their professional association or trade union before making a formal statement.

- 10.7 Staff should feel free to discuss their actions with a colleague. If circumstances require it, staff should seek further advice from their professional association or trade union. Initially, discussions/debriefings should be with a senior member of staff.

All staff, both teaching and support need to know the school policy on the use of physical restraint.

11. Communicating, Monitoring and Reviewing Policy on Using Force to Control or Restrain Pupils

- 11.1 It is very important that every school establishes a clear and consistent route through which any incident involving physical restraint is recorded and communicated.
- 11.2 All incidents should be reported to the Headteacher (unless of course he or she is the restrainer). In many cases it is envisaged that the Headteacher or Deputy Head will have been summoned before physical restraint is needed.
- 11.3 All staff should know to whom they should report incidents of physical restraint and where this person is located. All "reporting on" systems should keep the Headteacher fully informed as soon as possible. It is the responsibility of the school to inform parents or carers about physical restraint of their child as soon as possible after the incident. Individual schools will decide how this should be done and should record this process as part of their policy.
- 11.4 Schools should inform parents of the contents of their policy on restraint.
- 11.5 All new staff should have an explanation of the school's policy on physical restraint. Consideration will be given as to how supply teachers and other temporary staff are informed of the school policy on physical restraint and who they can call on for support.
- 11.6 The school's recording system should be used to monitor the use of physical restraint in order to check that all staff apply the school policy in a consistent manner. Termly monitoring will inform the regular report to the Governing Body (see 'Model School Policy', procedure section vii)
- 11.7 The Headteacher will review the school's policy on physical restraint with all staff and report to the Governing Body 6 months after its introduction and thereafter on an annual basis. Staff should be asked to contribute to issues and will be fully informed of the outcome.

12 Child Protection

- 12.1 Procedures are set out in the multi-disciplinary Child Protection Handbook. These procedures require Headteachers to consult Social Services following the receipt of an allegation that a member of staff may have abused a child. This does not necessarily mean that a child protection investigation will take place. This guidance is expected to assist Headteachers in making decisions as to whether the reported action or behaviour should be dealt with in accordance with the Child Protection Procedures.
- 12.2 School staff should discharge their duties in the manner of a good parent. Physical contact may be necessary on occasions to restrain or protect a child. School staff will consider the wisdom of being alone with a child.
Physical contact should not be in response to, or be intended to arouse, sexual expectations or feelings.
Apart from the child, the member of school staff should always be aware of the possibility of invading the child's privacy and should respect the child's wishes and feelings.

12.3 The following actions are considered as unacceptable professional conduct. They could also include a possible criminal act and may need to be investigated through child protection procedures.

In deciding whether to consult the Social Services Directorate, the Headteacher will take into account the circumstances surrounding the incident. If the Headteacher decides not to consult the Social Services Directorate, he/she will need to consider what action may need to be taken e.g. disciplinary action, informal warning and record this accordingly.

- a member of staff slaps, pinches, punches or hits a child
- a member of school staff hits a child with an object or implement
- a member of staff deliberately pushes a child

12.4 Allegation Against a Headteacher

When it is suspected that a Headteacher has failed to follow guidance on the use of physical restraint Education Personnel should be contacted. Advice will be given as to whether it will be necessary to institute child protection procedures.

12.5 Dealing with complaints

Any complaint arising from the use of physical restraint will be considered in the light of existing statutory routes of investigation i.e.

- i) disciplinary procedures
- ii) child protection procedures

12.6 Only where – following appropriate consultation with the advisory agencies – there are perceived to be no grounds for pursuing either of these routes should an investigation be initiated by the school's normal complaints procedure.

13 Training

13.1 Training in the use of physical restraint will vary from school to school. It will depend on the particular educational setting and patterns of pupil behaviour. It is recommended that at least one member of staff in every school attends a Council training course which will be available free of charge. Training should be cascaded within each school and involve awareness raising through structured staff discussion. All staff must be fully conversant with the school's guidelines on the use of physical restraint and should share good practice in an open manner.

13.2 In service training in the use and techniques of physical restraint can be given as part of a programme which puts its use within a full context of care and control and reducing aggression.

13.3 The training will include:

- creating a positive climate of behaviour
- involving young people themselves in pre-emptive work and discussing the issues of acceptable behaviour
- dealing with hostility to avoid spiralling tension
- diffusing aggression
- managing aggression in a non-violent manner

Resources

Appendix A – Self Declaration

Guidelines – Use of Force to Control or Restrain Pupils/Physical Contact with Pupils

Student Behaviour policy

SELF DECLARATION

Name: _____

Role: _____

Date: _____

Documentation

Guidelines - Use of Force to Control or Restrain Pupils/Physical Contact with Pupils

Student Behaviour Policy

I declare that

1. I have read and understood all the guidelines and policies
2. The criteria for physical intervention and the use of force to hold or restrain pupils is to be used for the minimum amount of time for maximum effect, when all other strategies to calm or diffuse the situation have been tried. I also understand what is meant by the application of force and the form that this may take.
3. I understand that I must complete a "Report of Incident Involving Physical Restraint Form" as soon as possible after the incident and file one copy in the incident file which is held in the main office and make sure that the Principal receives a copy before the end of the Academy day.
4. I understand that pupils involved either as perpetrators or as witnesses must also complete a "Report of Incident Involving Physical Restraint Form" and that I must make these available.
5. I understand that parents will be informed when force or restraint has been used and that I may be asked to attend a meeting with parents to justify my actions. I also understand that I may choose to bring a friend to support me at such a meeting.

Signed: _____