

## Beaver Road Primary School

### Positive Handling (Restraint of Pupils)

Date	Review Date	Coordinator	Nominated Governor
June 2017	June 2018	Headteacher	Chair of Governors

We acknowledge that Section 93 of the Education and Inspections Act 2006 allows School personnel to use reasonable force to restrain 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, or damage to the property of, any person (including the pupil himself); or
- prejudicing the maintenance of good order and discipline at the School or among any pupils receiving education at the School, whether during a teaching session or otherwise

*From Department for Education – Use of reasonable force*

We understand that there is no legal definition when reasonable force can be used:

*‘That will always depend on the precise circumstances of individual circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour’.*

*Department for Education – Use of reasonable force*

We understand that unpaid School volunteers or parents accompanying pupils on an educational visit who have been put in temporary charge of pupils by the Headteacher may use reasonable force if need be.

We do not support the use of force as a form of punishment under any circumstance.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a School community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

**School Policy for Positive Handling (Restraint of Pupils)**

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### Aims

- To make school personnel aware that they can use reasonable force to restrain a pupil only in extreme circumstances.
- To work with other schools to share good practice in order to improve this policy.

### Responsibility for the Policy and Procedure

### Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all School personnel are aware that they can use reasonable force to control or restrain pupils in certain circumstances;
- delegated powers and responsibilities to the Headteacher to ensure all School personnel and visitors to the School are aware of and comply with this policy;
- the responsibility to reassure all School personnel that they will not be automatically suspended if they are accused of using excessive force;
- the responsibility to reassure all School personnel that they will be supported if they use excessive force;
- responsibility for ensuring that the School complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the School regularly, to liaise with the Headteacher and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### Role of the Headteacher

The Headteacher will:

- ensure all School personnel, pupils and parents are aware of and comply with this policy;
- ensure that parents are aware that the School does not need the consent of parents to use force;
- provide guidance and support to all staff;

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- provide training for all staff on induction and when the need arises;
- ensure that all School personnel are aware that they have a legal duty to 'make reasonable adjustments for disabled children and children with special educational needs';
- keep up to date with new developments and resources;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

### Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the School is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

### Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- take part in training in positive handling techniques;
- be aware of their responsibility in assessing risks in particular circumstances;
- make judgements when the use of force is necessary and how much force is to be used;
- report to the Headteacher all incidents of restraint and record all incidents on the appropriate report form;
- implement the School's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the School community

### Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;

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- treat others, their work and equipment with respect;
- support the School's expectations of good behaviour to ensure the smooth running of the School;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- liaise with the School Council;
- take part in questionnaires and surveys

### Role of the School Council

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- helping in reviewing the effectiveness of this policy with the Governing Body

### Role of Parents and Carers

Parents and Carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the School;
- support the School's expectations of good behaviour to ensure the smooth running of the School

### Minimising the need to use force

We have the following in place in order to reduce the likelihood of any member of staff using force:

- A calm, orderly and supportive School climate.
- Strong and effective relationships between pupils and staff.
- An effective staff development programme that encourages and supports positive behaviour management through high quality teaching and learning.
- Identifying when an incident is going to happen.
- Using effective strategies to manage all incidents that occur.
- Informing a disruptive pupil that force may be used before using it.

### School Personnel authorised to use force

All School personnel whose job involves supervising pupils may use force to restrain a pupil but only in extreme circumstances.

All staff will receive periodic training in pupil restraint.

### Deciding whether to use force

We believe that the use of force and what force to use must always depend on the circumstances of each incident.

We acknowledge that when faced with an incident there is very little time for School personnel to think before making a quick but effective decision.

However, School personnel must be aware of and consider the following:

- Assessing the seriousness of the incident that if force is not used then it could result in injury, damage or disorder.
- After considering alternatives for dealing with the situation, force is the only justifiable way of achieving a positive result.
- Assessing the number of risks connected with using force compared with using other strategies.

### Types of Incidents

School personnel will have to make decisions when dealing with any of the following incidents:

- **Fighting** - pupils fighting.
- **Attack** - a pupil attacks an adult or another pupil.
- **Damage to property** - a pupil deliberately damages property or is about to.
- **Injury or damage** - a pupil causes or is about to cause injury or damage.
- **Absconding** - when a pupil tries to leave School which could put his/her own safety at risk, the safety of others or the damage to property.
- **Defying an instruction** - when a pupil persistently refuses to leave a classroom.
- **Disruption of lessons** - when a pupil's behaviour seriously disrupts a lesson.
- **Disrupting a School event** - when a pupil's behaviour seriously disrupts a School event.

### Using Force

When faced with an incident and before force is used, School personnel must:

- act in a calm and measured manner;
- show no anger or frustration;
- tell the pupil to stop misbehaving or restraint will be used but will stop when the pupil behaves

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School personnel may use the following types of force:

- **passive physical contact** by standing between pupils or by blocking a pupil's path;
- **active physical contact** by using restrictive holds, leading a pupil by the arm or hand or ushering a pupil away by placing a hand in the centre of the back

School personnel must make every effort not to harm a pupil or restrain a pupil in such a manner that could be interpreted as sexually inappropriate conduct.

### Risk Assessments

Risk assessments will be completed and in place as necessary for:

- any potential incidents
- individual pupils

### School Personnel Training

School personnel must be trained in the techniques of restraint when they join the School and this training will be repeated every three years.

### Recording Incidents

Records will be kept of all incidents.

### Reporting Incidents

All incidents will be reported to the Headteacher who will inform parents by telephone and then by letter of the incident.

### Post-incident Support

After an incident has occurred the following procedure will take place:

- First aid if necessary
- Medical help if necessary
- Emotional support to pupils and School personnel
- Discussions with parents

### Complaints and Allegations

All complaints will be dealt thoroughly, speedily and will be appropriately investigated by using the procedures as stated in the School Complaints Policy.

### Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- School events
- meetings with School personnel
- communications with home such as newsletters
- reports such as reports to the Governing Body
- information displays

### Training

We ensure all School personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all School personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

### Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this School.

### Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

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### Links

▪ Safeguarding & Child Protection	▪ Health & Safety
▪ Supervision of Pupils	▪ Pupil Behaviour & Discipline

<b>Headteacher:</b>	D How	<b>Date:</b>	Awaiting governors approval
<b>Chair of Governing Body:</b>	P Barker-Matthews	<b>Date:</b>	Awaiting governors approval



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### Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
<b>Positive Handling (Restraint of Pupils)</b>	<ul style="list-style-type: none"> <li>To make school personnel aware that they can use reasonable force to restrain a pupil only in extreme circumstances.</li> </ul>		✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	Y	Y	Y	Y	Y	Y	Y

Question	Equality Groups															Conclusion													
<b>Does or could this policy have a negative impact on any of the following?</b>	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓				✓			✓			✓			✓			✓			✓			✓						✓
<b>Does or could this policy help promote equality for any of the following?</b>	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓
<b>Does data collected from the equality groups have a positive impact on this policy?</b>	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓

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<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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<b>Preliminary EIA completed by</b>	<b>Date</b>	<b>Preliminary EIA approved by</b>	<b>Date</b>

### Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				

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• Associated policies in place and up to date				
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<b>A statement outlining the overall effectiveness of this policy</b>
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