



Liden Academy
Restraint of Pupil Policy

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1. Purpose of this policy

To ensure schools are informed about the policy about pupil restraint including that it is only used when certain conditions are met and that appropriate standards and procedures are followed.

It is the objective of the Excalibur Academies Trust to maintain consistent and safe practices in the use of handling, reasonable force and restraint.

2. Physical Intervention and the Law

The law allows all adults who are authorised by the Principal to be responsible to use such force as is reasonable to prevent a pupil from:

- committing a criminal offence (or the younger children that which would be an offence)
- causing personal injury, injury to others or damage to property
- engaging in any behaviour prejudicial to maintaining good order and discipline

Staff should not hesitate to act in these situations provided they follow this policy and the included guidance; however, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience of their professional colleagues.

3. Definitions

- **Handling** – refers to any physical intervention applied by a member of staff where it necessary to make physical contact with a pupil in order to manage their conduct or ensure their own or others safety. Handling strategies may be restrictive or non-restrictive and include shepherding, guiding, supporting, blocking, confining, holding and in most extreme cases, restraining.
- **Use of reasonable force** – is the application of appropriate and proportionate force required to achieve the required outcome from the handling strategy employed without further endangering the pupil, member of staff or others present at the time of physical intervention.
- **Restraint** - physical restraint means the use of physical force to prevent, restrict or subdue movement of a pupil's body or part of their body. It is the application of force in order to actively prevent a child from causing significant injury to themselves or others or seriously damaging property.

Significant injury would include: actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and self-poisoning.

Pupils are not free to move away when they are being physically restrained.

Physical restraint should only be used when it is immediately required to protect the safety of the student or any other person.

- **Seclusion** - In some limited circumstances, it may also be necessary to restrain a pupil from imminent dangerous behaviours by secluding them in an area where such action is immediately required to protect the safety of the pupil or any other person.

Seclusion is the solitary confinement of a pupil in a room or area (e.g. a garden) from which their exit is prevented by a barrier or another person. When used by a staff member in immediate response to behaviours of concern, seclusion may also include situations where a pupil is left alone in a room or area and reasonably believes they cannot leave that room or area even if they would physically be able to, i.e. it is not locked.

4. Policy

Regulations 25 of the Education and Training Reform Regulations 2017 provides that:

- “ A member of staff of a Government school may take any reasonable action that is immediately required to restrain a student of the school from acts or behaviour that is dangerous to the member of staff, the student, or any other person.”

5. When physical restraint or seclusion should not be used

Physical restraint and seclusion should not be used unless immediately required to protect the safety of the pupil or any other person.

Restraint and seclusion must not be included in a Behaviour Support Plan or be used as a routine behaviour management technique, to punish or discipline a pupil or to respond to:

- A pupil's refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the pupil or another person
- Verbal threats of harm from a pupil, except where there is a reasonable belief that the threat will be immediately enacted
- Property destruction caused by the pupil unless that destruction is placing any person at immediate risk of harm.

Types of physical restraint which must not be used include:

- Any restraint which covers the pupil's mouth or nose, or any way restricts breathing
- The application of pressure to a pupil's neck, chest, abdomen, joints or pressure points to cause pain or which involves the hyperextension of joints
- Holding a pupil's head forward, headlocks, choke holds
- Take-downs which allow pupils to free-fall to the ground whether or not in a prone or supine position or otherwise
- Wrestling holds (including full or half nelsons), using a hog-tied position or straddling any part of pupil's body
- Basket holds, bear hugs, therapeutic holding

6. When physical restraint or seclusion may be used

All members of staff working with pupils at the school are authorised to handle, use reasonable force or restrain students if/when such physical intervention is necessary.

No member of staff is required to employ any physical intervention strategy if they are not comfortable or confident to do so effectively.

No member of staff should intervene physically if they have reason to believe that to do so would worsen the situation/incident that is taking place.

Staff considering handling, use of reasonable force or restraint must provide opportunity for the pupil to alter their behaviour/actions before employing a physical intervention strategy and should continue to make instructions to the pupil and details of their intended interventions clear.

School staff may only use physical restraint on a pupil when there is an imminent threat of physical harm or danger to the pupil or others, and where such action (i.e. physically restrain or seclude) would be considered reasonable in all the circumstances and there is no less restrictive means of responding in the circumstances.

In all circumstances where physical intervention is or may become required members of staff should ensure that adult assistance is requested before intervention, although it is understood that circumstances may lead to the need for intervention prior to the assistance arriving.

The method of physical intervention employed must use the minimum reasonable force for the minimum length of time.

As with physical restraint, seclusion should only be used when it is immediately required to protect the safety of the pupil or any other person, as permitted by Regulation 25.

The decision about whether to use physical restraint or seclusion rests with the professional judgement of the staff member(s) involved, who will need to take into account both their duty of care to their students, their right to protect themselves from harm and obligations under the Charter of Human Rights and Responsibilities Act 2008.

Staff do not have to be trained in physical restraint to be able to use it but it is strongly advised that key staff are trained (via an external certified provider) to do so and **if at all possible one of these staff are used to restrain a pupil.**

7. Mechanical and chemical restraint

Mechanical restraints should never be used in schools to restrict a pupil's freedom of movement, unless the device is for a therapeutic purpose with written evidence of the prescription/recommendation, or if required to travel safely in a vehicle.

Medication primarily used to control or subdue behaviour and which is not being used to treat an underlying physical or mental illness or a physical condition should never be used in schools.

8. During restraint

If applying physical restraint in the limited circumstances set out above, staff must:

- Use the minimum force required to avoid the dangerous behaviour or risk of harm
- Only restrain the pupil for the minimum duration required and stop restraining the pupil once the danger has passed.

Staff should ensure the type of restraint used is consistent with a student's individual needs and circumstances, including:

- The age/size of the pupil
- Gender of the pupil
- Any impairment of the student e.g. physical, intellectual, neurological, behavioural, sensory (visual or hearing), or communication
- Any other medical conditions of the pupil
- The likely response of the pupil
- The environment in which the restraint is taking place

Staff should monitor the pupil for any indicators or distress. Staff should talk to the pupil throughout the incident, making it clear to the pupil why the physical restraint is being applied. Staff should also calmly explain that the physical restraint will stop once it is no longer necessary to protect the pupil and/or others.

Appendices for practice regarding restraint -

Appendix I - Actions after restraint has been used

The table below up actions that must be undertaken after a student has been physically restrained or secluded.

Action	Description
Reporting of the physical restraint/seclusion	<p>The staff member(s) involved in the incident must immediately notify the principal of the incident</p> <p>The Principal, DSL, Deputy DSL should contact the pupil's parents and provide them with details of the incident as soon as possible.</p> <p>The incident needs to be recorded using the school CPOMs system, Bound and Numbered book, and Safeguard Pupil tracker.</p> <p>DSL to report incident to Head of Safeguarding for EAT via email by completing the form in appendix I</p>
Providing support for those involved	<p>Following the use of restraint on a pupil, appropriate supports must be offered to the following people:</p> <ul style="list-style-type: none"> • The pupil who has been restrained or secluded and their parents/guardians. This may include participation in decisions involving the pupil's behaviour management. Pupil support meetings, the development of a pupil behaviour support plan and involvement of the pastoral support team. • Other pupil and staff members who were involved in or witnessed the incident. This may include a debriefing in relation to the incident, and counselling support.
Maintain records of the incident	<p>A record of the physical restraint or seclusion incident must be made by the principal as soon as possible using the pupil file on CPOMs and in the Numbered and Bound red book. This record should detail:</p> <ul style="list-style-type: none"> • The name of this student/s and staff members involved • Date, time and location of the incident • Names of witnesses (staff and other students) • What exactly happened a brief factual account • Any action taken to de-escalate the situation • Why physical intervention was used • The nature of any physical intervention used • How long the physical intervention lasted • Names of witnesses (staff and other students) • The student's response and the outcome of the incident • Any injuries or damage to property • Immediate past incident actions, such as first aid or contact with emergency services • Details of contact with the student's parents/carers • Details of any post-incident support provided or organised. <p>Please see appendix 5.</p> <p>The principal should also arrange for all staff who were involved/present at the incident to prepare a statement/record of their involvement or observations of the incident.</p> <p>Any subsequent investigation of the situation/incident should be undertaken by a member of staff other than the one applying the physical intervention.</p>
Plan for the future	<p>Post-incident, the school should consider the preventative and de-escalation plan</p>

Appendix 2 - Searching Pupils

On occasions a member of staff may have reasonable grounds to suspect that a pupil is in possession of an item or items which contravene school regulations and could potentially cause harm to the pupil or others. Under these circumstances The Education Act 2011 extends the power of staff to search pupils without their consent. **Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline.

Searches will be conducted by two members of staff, at least one of whom will be the same sex as the pupil. Pupil will be offered the opportunity to have their parents/carers present.

Excalibur Academies Trust does not endorse and will not undertake a physical search of any pupil's person. Where necessary a pupil will be asked to remove their coat and/or blazer, empty all pockets, open their bags and in some circumstances remove their shoes and socks. Possessions and items of apparel that have been removed may then be searched by the staff present.

If undesirable items are discovered the school will use its power of confiscation to retain the offending item(s). Parents/carers, if not present, will be contacted to explain what has been found and any subsequent sanctions that have been applied. Where appropriate, parents/carers will be invited to retrieve the offending property and asked to ensure that they are not brought to school again.

In the event that illegal items are discovered then the Police will be informed immediately.

Appendix 3 – Form to send to Head of Safeguarding when restraint has been used

Name of School:

Name of Principal :

Date of incident :

Name of member of staff involved:		
Name of student involved:	Age of student:	SEND/Disability/Ethnicity/PP/other
Description of incident:	What restraint was used:	Witnesses:
Incident recorded :	Where recorded:	Principal informed : Date Time
Parents contacted:		Date Time

Please send to catriona.mangham@excalibur.org.uk

Appendix 4 – Guidance for Staff re: Handling, Use of Reasonable Force and Restraint

1. Purpose of this document

- To provide for the safety and security of pupils in need of physical intervention
- To clarify for staff the steps they are allowed to take if a situation requiring physical intervention arises.
- To enable staff to distinguish between what intervention is and is not acceptable
- To help ensure that any physical intervention is minimal, infrequent, recorded and that relevant authorities and parents are appropriately informed.

2. The decision to employ a Physical Intervention Strategy

You should be aware that all staff who have responsibility for a student or group of pupils are authorised to employ physical intervention strategies in the event they are necessary and that the law allows you to intervene in this manner.

You should however be aware that you have a choice whether or not to intervene physically in any given situation and that you should not do so if you are uncomfortable with the situation or not confident to deal with it effectively.

You should be aware that in the event that you employ a physical intervention strategy, the parents of the child will be informed of your actions, the record of the intervention will be kept on the pupil's file and where necessary relevant authorities will be notified of the incident for your own future protection.

3. In what way can you Physically Intervene?

Any application of physical intervention must only use the **minimum force** for the **minimum time**.

There are a number of ways you can physically intervene and you must choose the strategy appropriate to the situation and presenting least risk to yourself, the pupil and other persons.

Appropriate actions include;

Shepherding or guiding: using body positioning and positive gestures to move a student away from harm. This may include placing of a hand on the back (between the shoulder blades) and using reasonable force to actively move them from one place to another.

Blocking or Interposing: placing yourself between the student and their objective (e.g. exit, another student) thereby preventing the potential injury damage or prejudice to good order.

Holding and leading: gripping the student appropriately (e.g. by the upper arm) to prevent them from injury, damage, etc. In cases of resistance from a pupil, it may be necessary to employ holding to effectively achieve shepherding and, hence you are actively leading them away.

Restraining: used only in the most extreme cases, restraining may require a significant amount of force in order to prevent significant injury (as described in the policy). Essentially, restraining is a more extreme version of holding, may require more than one adult and may last significantly longer than other strategies. However, the same care must be taken to restrain a student appropriately.

4. In what ways must you NOT Physically Intervene

The purpose of physical intervention is essentially to maintain good order and ensure the safety of all individuals, therefore it is never appropriate to employ a physical intervention strategy if you are not in control of your own emotions. Physical interventions must never be employed in

anger or frustration. If you find yourself angry or frustrated by the situation at hand you must step back and allow someone else to manage the issue.

It is **never** appropriate to use physical intervention strategies as a punishment.

Just as there are a number of acceptable intervention strategies, there are also a number of actions it is completely inappropriate to take.

Inappropriate actions include:

Hitting or Striking: while it is entirely possible that in the course of an intervention (e.g. breaking up a fight) you may be hit yourself, you must not strike a pupil.

Deliberately inflicting pain: it is not okay to twist limbs or put pressure on joints (e.g. arm up a student's back), pull or hold hair, pinch or hold a pupil in a pain inducing way (e.g. by the ear)

Making contact with sexually sensitive areas of the body; where at all possible contact should be restricted to arms, shoulders and the back as previously described.

Restricting breathing: by holding round the throat or for a prolonged period around the chest. It is also never appropriate to sit on/straddle a student or hold them face down to the floor.

5. Guidance for managing your intervention

- Always give a pupil an opportunity to resolve the situation without use of physical intervention first.
- Always send for assistance from colleagues or another authorised adult; other pupils should never be involved in physical intervention. You may have to intervene before help arrives, but not managing this entirely on your own is safer for all concerned.
- Be aware of your emotions. Are you comfortable and confident to deal with this scenario without anger? If not - don't intervene.
- Continue to communicate with the pupil (and witnesses) throughout the incident even if the pupil doesn't respond. be clear about what you are doing and inform the pupil that the intervention will cease when it is no longer necessary.
- Apply only appropriate strategies and the minimum required force to achieve the required outcome (prevention of injury/harm, pupil/staff safety, restoration of good order). Release the pupil once this has been achieved.
- Manage the situation calmly - even if the pupil responds negatively.
- Complete a form on SIMS and on the safeguarding reporting as soon as possible.

Minimising the need for physical intervention

In most circumstances physical intervention really should be a last resort or an emergency action. Therefore, all staff should:

- endeavour to create a calm environment which will minimise the risk of incidents where the use of physical intervention may be required;
- endeavour to teach pupils how to manage strong emotions and conflict through opportunities for SMSC and wider aspects of the school curriculum;
- quickly seek to de-escalate incidents if they do arise;
- only use reasonable force when the risks involved in doing so are outweighed by the risks involved in not using force;
- be aware of risk assessments and positive handling plans for specific individual pupils

A list of authorised personnel is available from the school but will include all teachers and staff who are contracted by the school.

Appendix 5 – Form to be completed and retained by the school

Details of pupil/pupils on whom force was used by a member of staff (name, class)
Date, time and location of incident
Names of staff involved (directly or as witnesses)
Details of the other pupils involved (directly or as witnesses), including whether any of the students involved were vulnerable SEN, disability, medical or social reasons
Description of the incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used
Reason for using force and description of force used
Any injury suffered by staff or pupils and any first aid and/or medical attention required
Follow up, including post-incident support and any disciplinary action against the pupils
Any information about the incident shared with staff not involved in it and external agencies
When and how those with parental responsibility were informed about the incident and any views they have expressed. If parents/carers have not been informed a brief explanation of the reasons should be recorded here Copy of policy sent to parents Yes/No
Has any complaint been lodged (details should be recorded here)?
Report compiled by: Name and role: Signature: Date: Report countersigned by: Name and role: Signature: Date:

Appendix 6 – Positive Handling Plan

Name of pupil:

Tutor Group :

Name of Teacher :

Name of Parent/Carer:

Identification of risk	
Describe the foreseeable risk (i.e. What specific behaviours have occurred)	
Is the risk potential or actual? (i.e. Has this happened before)	
List who is affected by the risk	
Assessment of risk	
In which situations does this risk occur?	
How likely it is that the risk will arise? (i.e. How often has it happened before)	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by:

Signature:

Date:

Agreed Positive Handling Plan and School Risk Management Strategy		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		
Key staff		
Training requirements		

Agreed by	Name	Date
Parent/Carer
Pupil
Principal
Class Teacher
Support Service Members