



Grouville School Restraint Policy 2018



UNRC Article 3: Everyone who works with children should do what is best for each child
UNRC Article 36: Every child has the right to be protected from things that could harm them
UNRC Article 19: Every child has the right not to be harmed; they should be looked after and kept safe

It is extremely rare for restraint to be used at Grouville School but very occasionally situations arise when it proves necessary for an adult in the school to restrain a pupil. This policy describes the school's approach to the use of restraint and should be read in conjunction with the school's Behaviour Policy and the Education Department's Positive Behaviour Support and Restrictive Intervention Policy.

Teachers and other persons who are authorised by the Headteacher to have control or charge of pupils, may use 'reasonable force' to prevent pupils from:

- Committing a criminal offence, whether or not the pupil concerned has reached the age of criminal responsibility;
- Injuring themselves or others;
- Causing damage to property, including their own property; and
- Engaging in any behaviour which has a negative impact on maintaining good order and discipline at the school or on other pupils, whether that behaviour occurs in the classroom during a teaching session or elsewhere.

Principles

We believe that:

- Physical restraint is a last resort and should only be used when other methods have been exhausted or judged unlikely to succeed.
- Physical restraint should only be used to prevent a child from harming him/herself or others, or from seriously damaging property.
- Restraint should involve minimum reasonable force and should seek to avoid injury. The degree and duration of any force applied must be proportional to the circumstances.
- The rights and dignity of pupil and staff must be acknowledged.
- Staff must avoid ways of holding pupils that could be construed as abusive.

Who is authorised to use restraint?

Only staff members who have received up-to-date MAYBO restraint training are authorised to use restraint but it is expected that this right will be exercised sparingly and only under the circumstances described in this policy.

When is it appropriate to use restraint?

It is only appropriate to use restraint in certain circumstances and only if all other strategies have not worked (however, it is important to note that often decisions to use restraint have to be made very quickly and under pressure and so all other strategies may not have been used on every occasion).

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Examples of situations where it may be appropriate to use restraint are:

- A child attacks another child or member of staff;
- Children are fighting and causing risk of injury to themselves or others;
- A child is committing or on the verge of committing damage to property;

How do we avoid the use of restraint?

We have worked hard to improve the behaviour in the school and it is recognised that it is of a high standard. If expectations of behaviour are high then there are fewer problems; the majority of staff have received Level 1 MAYBO training to support children with de-escalation techniques. Clearly, some children are more susceptible to escalation due to their individual needs and it is the responsibility of every staff member to keep a special eye on those children and provide early intervention as appropriate.

Procedures

- Staff are not allowed to restrain out of anger or frustration, or with the intention to injure or to punish.
- The onus is on staff to determine the degree of restraint appropriate (see 'Guidelines on Acceptable Practice' attached to this policy) and when it should be used. In particular, staff must be careful not to overreact.
- Staff should not attempt to restrain a child if they are likely to put themselves at risk.
- A child should be sent to fetch a second adult to observe or support the restraint.
- A record of any incident where a child is physically restrained must be given to the Headteacher and should include:
 - the time
 - the nature of the restraint
 - details of any injuries
 - the names of pupils and staff present (and statements from them if appropriate)
 - the staff involved in the restraint
 - the outcomes
- The parents of a pupil who has been restrained will be informed promptly and given the opportunity to discuss the incident.
- If a child needs to be restrained on more than one occasion in any period of one month, strategies to manage the behaviour, including restraint, must be added to the child's Individual Education Plan/ Behaviour Consistency Plan and a Positive Handling Plan must be completed and shared with everyone who works with the child.

Support

- Staff are encouraged to support colleagues who have been involved in a restraint situation.
- The use of restraint will be emotionally stressful for pupil and staff, who should seek and accept support after an incident. In the short term, this might include time out of class.
- Where a member of staff has acted in a professional, considered and informed manner, and/or, where the actions are considered to be a reasonable response to a situation, the Education Department will support the member of staff in any resulting proceedings.

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How are incidents of restraint recorded?

Whenever it is necessary to use restraint on a child the incident must be recorded on the form attached to this policy. It is important that parents are informed of the need to use restraint on their child on the same day.

Recommended Practice	Unacceptable Practice
<p>Using restraint as a last resort</p> <p>Using other strategies to diffuse a situation:</p> <ul style="list-style-type: none">• Reasoning, talking• Distraction• Diversion• Removing audience• Allowing space <p>Avoiding situations, circumstances that might encourage the need for restraint for example confrontation.</p> <p>Using constraint to care and control. Using minimum force.</p> <p>Having a colleague present. Sometimes acting alone is unavoidable.</p> <p>Using physical presence.</p> <p>Blocking a pupil's path except where a pupil is determined to leave the premises then notify parent/carer.</p> <p>Leading by an arm or hand.</p> <p>Shepherding, urging, encouraging with the use of physical prompts.</p> <p>Removing jewellery, watches, spectacles, shoes etc. that might cause or be damaged.</p> <p>Keeping calm.</p> <p>Showing confidence.</p> <p>Knowing the pupils.</p> <p>Developing positive relationships with pupils.</p> <p>Knowing school policies.</p> <p>Being prepared.</p> <p>Monitor and evaluate policy and practice.</p> <p>Talking to colleagues. De-briefing after an incident.</p> <p>Using staff who know the pupils and have developed positive relationships with them.</p> <p>Recording and reporting accurately and without judgement.</p> <p>Positive parent/school contact.</p> <p>Using strategies to reduce anger and distress.</p> <p>Looking after yourself.</p> <p>Looking after your colleague.</p>	<p>Using restraint to punish or injure.</p> <p>Using restraint in anger.</p> <p>Using restraint purely to force compliance.</p> <p>Holding by the collar, around the neck or any other way that might restrict breathing.</p> <p>Slapping, punching, kicking.</p> <p>Twisting or forcing joints.</p> <p>Tripping.</p> <p>Lifting off floor.</p> <p>Holding by the joints.</p> <p>Holding or pulling by hair, ears.</p> <p>Holding a pupil face down.</p> <p>Holding a pupil's hands if they sign to communicate.</p> <p>Locking a pupil in a room.</p> <p>Risking your safety and the safety of others.</p> <p>Not talking about an incident.</p> <p>Reporting in a judgemental way.</p>

Written by Nichola Turner January 2018

This policy will be reviewed in January 2020

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Appendix 1

Report of Incident of Physical Intervention (PI)

1. Background information

School: _____ Date of incident: _____

Time of incident: _____ Pupil involved: _____

DoB: _____ Year: _____

Staff involved: _____ Pupil witnesses: _____

2. Circumstances leading to the incident where physical intervention was used

Provide details/ circumstances leading up to the incident:

Describe attempts to de-escalate the situation and avoid use of physical intervention:

3. Reason for use of physical intervention

Was the pupil/staff concerned at risk of injury?

Were other children liable to injury?

Was property about to be damaged?

Was the child trying to run away?

Was good order/discipline being compromised?

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Other (please provide details)

Was physical intervention used as part of a planned intervention? Yes/No

If Yes please attach the Positive Handling Plan.

4. Type of physical intervention used

Provide details of the type of physical intervention used, by whom and the approximate length of time a pupil was held (as appropriate):

5. Pupil behaviour following the use of physical intervention

Describe pupil's behaviour from the point when the hold was released until either supervision was handed over to someone else, or normal activities were resumed:

6. Details of any injuries (include details of medical attention/ access to first aider/ reference in first aid book):

Provide details of any injuries to the pupil: Provide details of any injuries to staff:

Print name.....

Signed.....

Date: Position in school.....

7. Follow-upAction

a. Parents notified of incident: Date:

By whom:

b. Post incident support for pupil: Date:

Time:

By whom:

c. Post incident support offered for staff: Date:

By whom:

8. Head teacher's overview of incident

- ⌚ Could other preventative measures have been used? Yes or No
- ⌚ Were reactive strategies effective? Yes or No
- ⌚ Is the Risk assessment valid? Yes or No
- ⌚ Should the plan be adapted? Yes or No

Print name.....

Signed..... Date:

.....

Position (if not Headteacher).....

A copy of this report should be sent (paper or electronic) to: SEMHIT Administration (semhit@gov.je) or posted to: SEMHIT

Administration, D'Hautree House, St Saviour's Hill, St Saviour, JE2 7LF

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