



# Physical Restraint Policy

Committee with oversight for this policy – Teaching & Learning	
Policy to be approved by the Headteacher	
Policy last reviewed by the Teaching & Learning Committee	N/A
Policy last reviewed and ratified by the Headteacher	September 2021
Policy / Document due for review	September 2022

# **Khalsa Primary School - Southall**

## **PHYSICAL RESTRAINT POLICY**

### **Background**

At Khalsa Primary School we aim to create an ethos where the use of physical restraint will not be necessary. If it becomes necessary in exceptional circumstances to use physical restraint, it should be an act of care and not a punishment.

The Sikh ethos and values are fully embedded in all our school practices. Within these values, children are valued, respected and cared for.

Our policy applies to all staff, governors and volunteers working in the school. At Khalsa Primary School we have outlined eight main principles relating to the use of physical restraint:

- Physical restraint will only be used as a last resort when other strategies have failed. It should serve to de-escalate or prevent a violent or potentially violent situation. It will not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.
- If using physical restraint, we will have good grounds for believing that immediate action (physical restraint) is necessary to prevent a child from significantly injuring him/herself or others, and /or causing serious damage to property.
- We will take steps in advance to avoid the need for physical restraint, e.g. through dialogue and diversion, and the child should be warned orally that physical restraint will be used unless s/he desists.
- Physical restraint will not be used in anger. When it becomes apparent that the pupil is not responding to verbal instructions and a violent incident is imminent, we, wherever possible, will call for assistance before engaging in physical restraint. Calling for support and assistance will not be considered as a personal failure, but could prove helpful in providing assistance as well as having a witness to what happens.
- **Only the minimum force necessary**, to prevent physical injury or damage will be applied. Particular care must be taken to avoid inflicting any unnecessary pain or injury.
- Restraint will not involve deliberately painful or dangerous procedures. We shall:-
  - **Never** interfere with breathing, blood supply or genital areas
  - **Never** hold the head, throat or fingers
  - Discontinue the hold as soon as the situation is deemed safe
- As soon it is safe, restraint will be gradually relaxed to allow the pupil to regain self control.
- A pupil will never be asked to restrain another pupil.

We see physical restraint as the positive application of force with the intention of controlling a child's behaviour in order to protect him/her from harming him/herself or others or seriously damaging property. We will intend to carry out the following procedures during such an incident:

- We intend that all members of staff, before resorting to physical restraint will have tried all alternatives and especially those which have been successful in the past in preventing the child's behaviour from becoming a danger to him/herself or others (Appendix 1).
- Acceptable forms of restraint for use in Ealing schools will be limited to the minimum force necessary to prevent the child from harming him/herself in the use of acceptable forms of restraint.
- Where the regular use of physical restraint is necessary with an individual the strategies to be used will be devised and recorded in the individual pupils planning document including in the Individual Education Plan (IEP) where it exists. This should be done in conjunction with the parents and, where possible, the child.
- Where it has been necessary to use physical restraint, the incident will be discussed with the child and its point of view recorded.
- Parents will be informed when physical restraint has been used and will be given the opportunity to discuss the matter with the school.
- Staff will be given the opportunity to discuss with the Headteacher and at staff meetings, incidents where physical restraint was employed and in particular, to identify whether an alternative strategy might have been equally effective.

Training is an integral part of this guidance. The Headteacher will ensure that all staff are aware of these guidelines and familiar with the school's behavioural policy and procedures. It is important that appropriate training is offered to all staff. The training should include preventative strategies for dealing with aggressive and potentially violent pupils and specific training on the use of restraint techniques. The following will be included in a training programme:

- Writing behavioural IEPs to include the use of restraint strategies
- Recognising when to use force
- Using minimal restraining force safely and effectively
- Alternatives to force
- Restraint and the law

The type of training to be offered and its contents will be agreed with the LA and the Headteacher.

# KHALSA PRIMARY SCHOOL

## Incident Record

This form should be completed following an incident involving Physical Restraint and kept by the school for future reference.

NAME(S) OF PUPILS:

GENDER: M/F

ETHNICITY:

DATE(S):

TIME(S):

Nature of incident: Verbal abuse, threatening behaviour, refusal, kicking, punching, bullying, fighting, other:

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Involving: Staff, pupils, property, equipment, other:

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Why was physical restraint necessary: Clearly define the circumstances that led to the incident, describing the pupil's behaviour, the danger perceived and the restraint used.

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Further action taken by the Headteacher:

Recorded in the accident book  
Accident form completed  
Recorded as an assault  
Child Protection

Racial incident book  
Parent/Carer contacted  
Recorded as an assault  
LA informed

Signature of member of staff reporting: \_\_\_\_\_

Signature of Headteacher: \_\_\_\_\_

Date: \_\_\_\_\_

**KHALSA PRIMARY SCHOOL**  
**Appendix 1**  
**NON-PHYSICAL CRISIS INTERVENTION TECHNIQUES**

<b>Do</b>	<b>Do not</b>
Appear calm and relaxed. Monitor breathing.	Do not appear afraid and unsure of yourself.
Keep the pitch and volume of your voice down.	Do not raise your voice.
Feel comfortable with the fact that you are in control.  Project a calm assured feeling, that you will see the situation through to a peaceful conclusion and no matter what happens.	Do not appear to expect an attack or you will have one.
Talk with the pupil.	Don't give command. Don't make commands.
Be very matter of fact if the pupil becomes agitated.  Be sensitive and flexible.  Be flexible yet consistent.	Do not make threats.  Do not maintain continuous eye contact.
Stay close to the pupil and attend to him/her.	Do not turn your back or leave.
Be patient and don't give up.  If a pupil's agitation increases to the verge of attack: <ul style="list-style-type: none"> <li>• Acknowledge his/her feelings</li> <li>• Always leave the pupil an avenue of escape</li> </ul>	Do not display emotion of any kind.  Do not argue
Remain seated as long as the pupil does.	Do not get up and move towards the pupil.
Stay near him/her, about one arm's length away. Stand to one side.	Do not give up and don't move away.
Learn how to relax your muscles and keep them under control.	Do not tense your muscles.