



St. Jérôme Church of England  
Bilingual School

**Positive Handling  
(Restraint of Pupils)**

Executive Headteacher \_\_\_\_\_

Chair of the Governing Body \_\_\_\_\_

Date \_\_\_\_\_

To be reviewed annually

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

(Department for Children, Schools and Families – The Use of Force to Control or Restrain Pupils)

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 Children, Schools and Families – The Use of Force to Control or Restrain Pupils)

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.

#### **Aims**

- To make school personnel aware that they can use reasonable force to restrain a pupil only in extreme circumstances.

## **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;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

## **Role of the Nominated Governor**

The nominated Governor will:

- work closely with the Headteacher and the coordinator
- 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 the Head of School**

The Head of School will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy
- provide guidance and support to all staff
- provide training for all staff on induction and when the need arises
- keep up to date with new developments and resources
- monitor the effectiveness of this policy
- 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.

## **Role of Pupils**

Pupils will be aware of and comply with this policy.

## **Role of the School Council**

The School Council will be involved in:

- determining this policy with the Governing Body
- discussing improvements to this policy during the school year
- reviewing the effectiveness of this policy with the Governing Body

## **Role of Parents / Carers**

Parents/carers will be aware of and comply with this policy.

## **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
- A whole school approach to developing social and emotional skills by using the SEAL programme (Social and Emotional Aspects of Learning)
- An effective staff development programme that develops the skills of positive behaviour management
- 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

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 that could be interpreted as sexually inappropriate conduct.

### **Risk Assessments**

Risk assessments are in place for:

- a variety of 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 on the appropriate incident record sheet.

### **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 with 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 Handbook/Prospectus
- the school website
- the Staff Handbook
- 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 weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

### **Monitoring Effectiveness of this policy**

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Head of School and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

A report will be made annually to the Governing Body or sooner following implementation of the policy.