



APPLE BLOSSOM KINDERGARTEN

Physical Restraint Policy & Procedure

Apple Blossom Kindergarten/Manchester Steiner Ltd.

Aims

For the staff, children, volunteers and helpers of Apple Blossom Kindergarten to be physically safe and secure in the school environment. This policy will give clear guidelines for the use of force or control in the restraint of children by staff.

General introduction

- Good behaviour and self-discipline are actively and positively fostered at Apple Blossom Kindergarten and as such are the primary tools in managing behaviour
- Restraint of pupils must be seen within the context of the behaviour and discipline policies of Apple Blossom Kindergarten
- Physical restraint is an extremely rare occurrence at Apple Blossom Kindergarten and therefore not a situation that staff members are likely to encounter with any regularity
- This Policy falls within Section 93 of the Education and Inspections Act 2006
- Staff may at times give appropriate reassurance, especially with younger pupils, where they judge it would be beneficial for the child. Reassurance may be appropriate for example a pat on the arm or shoulder. Usually it is best for adults not to initiate such contact

Strategies for avoidance of behaviour which may require physical intervention include:

- Behaviour Policy
- An individual (Behaviour Management) programme or report book or within an EHCP - Education Health Care Plan if it relates to SEND/SENCO support needed
- Liaison with parents
- Informing staff of concerns about behaviour of a pupil that may become problematic and of any strategies that should be used at the appropriate teachers' or staff meeting
- Consistency of approach by staff towards pupils

Situations which might require the use of physical intervention or restraint:

- Where a pupil is causing or is highly likely to cause injury to themselves or to another
- Where someone is causing serious damage to property
- Where a child is running out of the building or Apple Blossom Kindergarten grounds and likely to place themselves at an unacceptable risk

De-escalation:

Physical restraint should only be used when all other strategies have been exhausted.

Staff should always attempt to de-escalate the situation by for example:

- Appropriate use of humour
- Eye contact with positive and calming facial expression
- Appropriate verbal instruction and warning e.g. 'Stop it!'
- Making clear the expectations of all concerned and the likely consequences if behaviour deteriorates further
- Adjustment of body position to ensure minimum threat to pupil and maximum safety for all concerned: generally a sideways stance
- Seeking help from other staff to diffuse the situation

Restraint

- Restraint should only be used as a **last resort and the degree should not exceed the level of force of the presenting behaviour. It should not be used as punishment**
- A **calm and measured** approach is crucial. Restraint should always be **used with care**
- Restraint should **not** be used if it is likely to make the situation worse
- **Restraint must always be an act of care and control and never punishment or result from a loss of control by the staff member**
- The minimum force necessary to prevent the possibility of harm to persons or property should be used
- It should only continue for the minimum time for it to be effective
- The intention is to help the young person regain their self control
- Every effort should be made as far as possible to ensure the presence of another member of staff as witness and assistant

Permissible Methods of Restraint:

Degree of force must be proportionate to the seriousness of the behaviour or the consequences it is intended to prevent and must be appropriate considering the age, understanding and gender of the pupil concerned. It should be the minimum necessary to achieve the desired results.

Examples:

- Blocking a pupil's path
- Physically interposing between pupils
- Holding
- Leading by hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back.
- A young child striking out, hitting, scratching, biting or pulling hair may need their hands and / or feet holding
- A young child may need to be taken to another space to have a tantrum / scream / speak out

Continue to try to calm the situation by communicating and making it clear that the contact will stop as soon as it is no longer necessary.

The following are not permissible:

- Holding around neck, by collar or in such a way as might restrict breathing
- Slapping, punching, or kicking
- Twisting or forcing limbs against a joint
- Tripping up
- Pulling or pushing
- Holding or pulling by hair or ear
- Holding a pupil face down on the ground
- Holding in a way that might be considered indecent
- Using threat of violence
- Holding pupils by a joint (non-pain compliance)

Post incident support, monitoring and review

- All incidents of restraint, or accusations of physical intervention, should be reported to the Directors immediately, using the appropriate form, which must be completed in full immediately
- Witnesses will also be interviewed
- Parents must be notified immediately
- There must be a post incident review with the pupil as soon as is judged likely to be effective
- The staff member will be de-briefed and given support
- Implications for this policy to be considered as a part of the outcome
- The school has a duty of care to secure the health and safety of its staff and pupils and therefore exclusion may result from such a situation

EARLY YEARS PROCEDURE:

Whenever a teacher or assistant is met with a situation where they need to consider holding a child, they will first give verbal signals that are repetitive and familiar and that generally hold the group; e.g. 'hands are for work and play; kind hands in the kindergarten; running feet are for outside, etc.

If the child does not modify their behaviour as a response to these usual signals and needs to be held, the member of staff will;

- Adopt a calm and measured approach
- Attempt to hold the child around their waist and sit with the child

If this does not help or calm the child quite quickly, an attempt will be made, appropriate to the child's age, to take the child into another space (for safety not punishment) and allow them the freedom to have a tantrum, scream, cry or speak out.

If the child is striking out (e.g.: hitting, scratching, biting, kicking, or pulling hair) at a teacher or another child, they may need their hands and or feet holding (restraint) until they can be removed from the situation.

A child may be held (restrained) under the following circumstances:

- If a child is causing injury to themselves or another child
- If a child tries to physically attack a teacher/assistant
- If a child is causing damage to property
- If a child is engaged in behaviour that compromises good order and discipline
- If a child is running out of the building or the grounds

No action will be taken which might cause an injury.

Staff should avoid holding or touching a pupil in an inappropriate way.

In an emergency, any member of staff would be entitled to intervene.

Teachers will always try to use other strategies and techniques to deal with difficult situations.

In a non-urgent situation restraint will only be used when all other strategies have failed.

Written by: Clare Mavahalli

Signature of Director:

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Related policies

- Child Protection
- Behaviour policy and Discipline procedures