



# **Physical Restraint Policy**

**Updated: May2025  
To be reviewed: May 2027  
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Farndon Primary School

**EQUALITY SCHEME**  
**EQUALITY IMPACT ASSESSMENT FOR**  
**PHYSICAL RESTRAINT POLICY**

Staff / Committee involved in development:	L + M Committee; Headteacher
For use by:	Staff, Governors and Parent/Carers
This policy relates to statutory guidance:	Children Act 1989 Children Act 2004 Keeping Children Safe in Education 2024
Key related Farndon Policies:	Safeguarding Policy Anti Bullying and Behaviour

**Equality Impact Assessment:** Does this document impact on any of the following groups? If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach.

<b>Groups:</b>	<b>Yes/ No</b>	<b>Positive/Negative impact</b>
Disability	No	
Race	No	
Gender	No	
Age	No	
Sexual Orientation	No	
Religious and Belief	No	
Gender Reassignment	No	
Marriage & Civil Partnership	No	
Pregnancy & Maternity	No	
Other	No	

<b>Reviewed by</b>	Leadership and Management
<b>Agreed by</b>	Full Governors
<b>Next Policy review date</b>	May 2027

A copy of this form, and any related impact assessment form or action plan must be sent to the school office

## Introduction

We believe that every member of our school community should feel valued, respected and treated as an individual, in accordance with our school vision and philosophy.

Central to this aim is the expectation that the children of Farndon Primary School will display high standards of behaviour, and treat other people, as they would wish to be treated themselves, in accordance with our six school rules.

Our school behaviour policy is designed to support the way in which all members of our school community can live and work together.

It is a whole school approach and all members of staff have a responsibility to maintain positive behaviour throughout the school. The behaviour policy aims to promote an environment which helps children develop into confident, well-motivated and hard working pupils who enjoy school and have a high self-esteem and go on to achieve their full potential.

We endeavour to achieve this in many ways, but the most important include:

- Being genuinely interested and concerned for the children and staff in our school;
- Recognising and praising the many positive qualities our children can show;
- Holding the belief that a child's self image, can change in a positive way through seeing and feeling their successes
- Always being willing to take the time to help the children feel better about themselves and to listen seriously to any of their concerns.

Members of staff regularly refer to the rules and school values as part of our collective worship and SMSC curriculum.

However, at Farndon, we recognise that, at times, a minority of children may significantly deviate from the behaviour policy. The overriding principle relating to positive handling is that the best interests of the child take precedence over every other consideration. The first line of paragraph of the Children Act 1989 in the UK stated that the welfare of the child shall be the paramount consideration. Therefore when physical restraint is considered, it is regarded as a last resort and should only be used in *exceptional circumstances*. We also recognise that the use of any degree of force is unlawful if the particular circumstances do not warrant such force. It is unlawful for a member of staff to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or humiliation.

## Physical Restraint:

Physical interventions should only be used when dialogue and diversion have failed to stop the behaviour and should always be the minimum needed to achieve the desired result, taking into account the age and size of the child.

The decision to use a restrictive physical intervention must take account of the immediate circumstances of the situation, coupled with prior knowledge of the child and be based upon an assessment of the risks associated with the intervention.

All staff need to follow set guidelines on handling children and should be trained.  
Restrictive physical intervention should avoid contact that might be misinterpreted as sexual and restraint need to respect the cultural expectations of the individual.  
Situations in which physical force may be used as a last resort include:

- Children purposefully injuring themselves and/or other people eg. Fighting
- Children causing serious damage to personal property, including their own
- Preventing a child from absconding from School
- Self-harming

Such incidents may occur on the School premises or on a field trip or on an Out of Hours School activity, eg. Sports event. It is important that the school staff support the child beneath the behaviour, in order to have an understanding of the behaviour displayed. There are many strategies that are implemented before physical intervention is contemplated:

### **Primary Prevention:**

- Ensure the ratio of staff deployed and their level of competence corresponds to the needs of the child;
- Care plans for individual school pupils are responsive to specific needs and include current information on risk assessment;
- Talk to the child and his/her family about the way in which he/she prefers to be managed when they pose a significant risk to themselves and others;
- Provide a quiet area for the child to withdraw to for a set period of time.

This area needs to be accessible and in view and a risk assessment carried out for the child;

### **Secondary Prevention:**

- Anticipate the behaviour by observing the situation and build in early intervention strategies to defuse the issue/problem;
- Attempt to find a solution before the child is out of control;
- Encourage the child to learn to recognise when his/her behaviour is escalating and find appropriate strategies to de-escalate situation;
- Step back from a situation in order to consider the actions to take, unless there is immediate risk of injury, such as a young pupil running off a pavement onto a busy road;
- Use verbal intervention – speak to the child in a quiet, calm, non-confrontational way to encourage the child to alter his/her behaviour;

- Send away any audience that may have gathered;
- Send for appropriate adult support.

### **Physical Restraint Policy:**

In general, it is better to defuse a situation than intervene through physical restraint. Where physical intervention is required the following procedures must be adhered to:

- Ensure that the adult responding to the situation is aware of procedures. If not, send for assistance. If possible additional adults should be called for as soon as possible.
- Ensure all adults and children are a safe distance away, ie, an arm's distance from the troubled child;
- The pupil concerned needs to be informed in a clear way that if the behaviour continues, the member of staff will intervene;
- Approach the child from the front and explain to the child what is happening. Keep at least an arm's distance away unless intervention is required;
- Throughout the incident, the member of staff should continue to talk with the child in a calm way, making it clear that physical contact or restraint will stop as soon as the inappropriate behaviour ceases;
- A member of the Senior Management Team needs to be informed immediately of the situation, the issues that escalated the situation and the de-escalation techniques used;
- A member of the staff team will then inform the parents of the incident. The incident is written up and recorded on the form and logged in the Physical Restraint Book (appendix 1). This is shared with the parents and they are invited to sign to show it has been shared. The form discusses the incident, the events leading up to it and reasons for restraint. This should be as soon after the incident as possible, within the next 24 hours.
- If not already informed, the Headteacher should be told of the incident;
- The member of staff involved completes the Physical Restraint Log and passes onto the Headteacher and a copy is kept in the restraint log book.
- A period of time is needed for the member of staff to talk through the incident with the child. This needs to be carried out once all parties are calm. The child involved will be talked through the incident and strategies will be suggested for him/her to manage his behaviour if he/she finds himself in this position again. An agreed solution needs to be found in order to prevent this situation arising again in the future.
- Ensuring on school trips that the children accompany the professional i.e the class teacher or teaching assistant. On occasions it may be considered that an additional member of staff accompanies a particular child.

## **Training:**

A range of training should be provided for specific personnel who manage the individual child. This may include:

- Supporting and managing children with emotional difficulties;
- Attachment disorders;
- Behaviour of the minority;
- Including children with ASD
- Supporting children on the Autistic Spectrum
- Children in care –fostered and adopted.
- Positive Handling
- Team Teach

## **Children “At Risk”**

A list of children with personal behaviour plans is recorded in the child’s records folder.

A list of children who have personal behaviour plans is kept with the Headteacher. These plans need to be agreed with the child, parents and school, then shared with the staff confidentially, to ensure a consistent approach

Signed: 

Date: May 2025



### PHYSICAL RESTRAINT LOG

Name of pupil:

Member of staff:

Date:

Time of restraint:

Class teacher:

Restraint witnessed by:

#### EVENTS LEADING TO RESTRAINT

Please give precise details including times and chronological sequence of events. Be factual.

#### REASON FOR RESTRAINT

- 1.Safety of other children or adults
- 2.Safety of child
- 3.Prevention of a physical attack
- 4.Prevention of damage to property
- 5.To calm
- 6.Other

**Please give details**

SIGNATURE

PARENTS INFORMED:

FURTHER ACTION REQUIRED: