WALTHAMSTOW MONTESSORI SCHOOL

PUPIL RESTRAINT POLICY

Introduction

This policy links with the school's overall pupil behaviour and discipline policy and includes guidance for staff that hitherto has been provided for individual pupils. The value of one policy covering all matters is that parents/carers can see what restraints will be used and the circumstances in which they will be used.
It is rare for restraint to be used at school but occasionally situations arise when it proves necessary for an adult in the school to use restraint on a pupil.

Who is authorised to use restraint?

All members of staff 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.
Temporary staff, students and visitors are not permitted to use restraint.

Equal Opportunities

This policy is applicable to all groups of individuals within the school regardless of gender, ethnicity, culture, religion, colour, disability, need or nationality.

How do we avoid the use of restraint?

- Staff take steps in advance to avoid the need for any physical restraint, e.g. through dialogue and diversion, allowing space, talking, listening and humouring, cajoling and reasoning, diversion and distraction.
- We work hard to achieve good behaviour in the school and consistently achieve high standards. If expectations of children's behaviour are high, then there will be fewer problems. Some children are more prone to outbursts than others and staff will keep a special eye on any such children and to attempt to intervene before any issues escalate.
- Only the **MINIMUM FORCE NECESSARY** to prevent physical injury or damage will be applied.
- Every effort is made to secure the presence of other staff before restraining a child. These staff act as assistants and witnesses.
- As soon as it is safe, restraint will be gradually relaxed to allow the pupil to regain self-control. Restraint will take place very calmly.
- Restraint is an act of care and control, not punishment.
- Physical restraint will not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.

- Approaches to teach pupils how to manage conflict and strong feelings are used throughout the school as part of the school's Personal, Social and Health Education teaching.
- Where a pupil may regularly require restraint as part of a medical or other agreed matter then that pupil will already have a plan in place notifying staff that restraint procedures may be necessary. Parents/carers will have been involved in the creation of this plan.

- Pupils who do not have plans will have one drawn up should such a need arise following an incident.

When is it appropriate to use restraint?

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

Examples of situations where it would be appropriate to use restraint:

- A child attacks another child or a member of staff
- Children are fighting and causing injury to themselves or committing damage to property
- A child is committing or is on the verge of committing a dangerous act
- A child is committing or is on the verge of committing damage to property
- A child is causing a serious or dangerous disruption

Deciding whether to use force

- Staff must be able to show that the method of intervention was in keeping with the incident that gave rise to it.
- The degree and duration of any force applied must be proportional to circumstances.
- The potential for damage to persons and property in applying any form of restraint must always be kept in mind.
- Escalation will be avoided if possible, especially if it would make the overall situation more destructive and/or unmanageable.
- The age and social competence of the pupil should be taken into account in deciding what degree of intervention is necessary.
- Consideration should be given to approaches to control that would be appropriate to that particular pupil.
- The risk associated with not using force should be outweighed by those of using force.

Operational procedural points relating to the use of physical restraint

- The circumstances and justification for using physical restraint must be recorded immediately.
- Afterwards, the pupil should discuss and be counselled on why it was necessary to restrain him/her as deemed appropriate in relation to his/her age. He/she should also be given the chance to put his/her side of the story.
- The Principal or senior member of staff authorised to act for the Principal, should discuss the incident with the teacher/person using force within 24 hours.

Using force

- It is important to only use the minimum force necessary to achieve the desired result.

- It is important that a pupil should be warned, where appropriate and where time allows, that he/she will be restrained and that force will have to be used.
- Acceptable restraint procedures are outlined below. No other restraint should be used except in extreme emergencies and where there is no viable alternative.
- Always try to ensure that another adult is with you if you should need to use force. This other adult will be present to support, observe and call for assistance.

Acceptable restraint procedures

Method 1

1. Usually most suitable with a small pupil.
2. Sit on knee with arms held across chest, holding hands or wrists.
3. Keep pupil's head level with chest and move forward if pupil attempts to head butt.
4. If necessary, hook heels over pupil's legs.
5. If assistance is required, second adult should hold down pupil's legs, averting head to minimise attention. Always act on instructions of holder.
6. Release slowly as pupil calms.

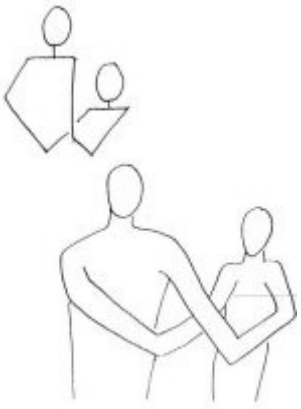
Method 2

1. Slightly older pupil.
2. Try to support own back against wall/cupboard etc.
3. Keep pupil's head level with chest and move forward if pupil attempts to head butt.
4. If necessary, hook heels over pupil's legs.
5. If assistance is required, second adult should hold down pupil's legs, averting head to minimise attention.
6. Always act on instruction of holder.
7. Release slowly as pupil calms.

Method 3

1. Can be used if pupil already seated or can be taken to chair if more easily containable in this position than 1 or 2.
2. Hold hands down if pupil is likely to hit out or attempts to injure self (by biting hand, hitting head, etc)
3. Use own knees to restrain legs if pupil attempts to kick.
4. Be aware of pupil tipping back or moving forward to bite.
5. Release slowly as pupil calms.
6. Allow up from chair when quiet.

Method 4



1. Used when there is a need to walk
2. When walking, a 'cross over' hands approach can be used, if appropriate.
3. This will prevent the pupil using his upper body in an aggressive fashion.

Staff Training and Support

Managing pupils, particularly those pupils who exhibit challenging behaviour, is a very physically, emotionally and mentally demanding task. Pupils on this continuum can engender high levels of stress that must be recognised and managed appropriately.

Staff will be given the opportunity to discuss incidents where physical restraint was employed and, in particular, to identify whether any alternative strategy might have been equally effective using non-physical intervention strategies.

This policy recognises an ongoing staff training need, with respect to management of behaviour and use of physical restraint and the Principal will ensure that behaviour management occupies a proportion of the annual training programme as well as on staff meeting agendas.

This policy will be a regular topic of discussion and review in staff meetings.

Specific behaviour-related courses will also be brought to the attention of staff by the Principal, as necessary.

Teachers of pupils who may have specific restraint plans in place will be briefed fully about the plan and strategies for management of this will be discussed with them by the SENCo.

Review

This policy will be discussed as appropriate at staff meetings, by the senior management team and the governing body. The policy will be changed, as appropriate, in the light of new legislation and behaviour management techniques. It will be reviewed annually.

Revised

This policy has been revised using non-statutory guidance from the Department for Children, Schools and Families.

This policy was adopted on: **01.03.2016**

Date Last Reviewed: 4th September 2026

Date to be Reviewed: 4th September 2027

WALTHAMSTOW MONTESSORI SCHOOL Pupil Restraint Incident Sheet				
Pupil's name	Date	Day	Time	Location

Staff present	Member of Staff dealing with pupil pastorally

Activity in progress	Participation of Student			Staff contact		
	None	Little	Lot	None	Little	Lot
	☐	☐	☐	☐	☐	☐

Describe the environment by ticking the relevant elements

NOISE	CLIMATE	LIGHT	ATMOSPHERE
None ☐	Cold ☐	Dark ☐	Relaxed ☐
A little ☐	Stormy ☐	Normal ☐	Normal ☐
Music ☐	Warm ☐	Bright natural ☐	Rushed ☐
Noisy ☐	Comfortable ☐	Bright artificial ☐	Excited ☐
RECENT EVENTS	RECENT EVENTS	TRANSPORT ETC	MEDICATION
Different staff ☐	Special event ☐	Late ☐	Taking medic. ☐
Visitor present ☐	In care ☐	On time ☐	Given ☐
Sudden noise ☐	Transition ☐	Forgot lunch ☐	Due ☐
Pupil unwell ☐			

DESCRIPTION OF INCIDENT

- why the use of force was deemed necessary

- details of the incident, including all steps taken to diffuse the situation and resolve it without force

- the nature of the force used and the pupil's response

- the outcome of the incident

- a description of any injuries suffered by the pupil or others and/or any property damaged during the incident.

Signed	Countersigned	Accident sheets completed □	Body map attached □	Photograph attached □	Further sheets attached □

Copy supplied	Home	School	LA