



SURBITON

HIGH SCHOOL

Physical Restraint (Use of Reasonable Force)

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Surbiton High School: Aims and Ethos

Surbiton High School aims to **inspire, encourage and empower** our young people to discover and embrace their individuality in an intellectually rigorous academic environment. Balanced with outstanding pastoral care, our students become compassionate, respectful, courageous, and inquisitive members of the community, living out the School's motto: *Amor nos semper ducat* (May love always lead us).

Our Values

We are compassionate:

We are kind and we care, in both thought and action. We consider those less fortunate and strive to support and offer aid. We are mindful of the gentle power of positive actions. We support and encourage those around us.

We are respectful:

We respect all people equally. We respect ourselves, our learning, our community, our environment, and the planet we all share. We strive to act with respect and integrity in all things. When we disagree, we do so respectfully.

We are courageous:

When challenged by our fears we are determined, not deterred. We call on resilience for strength when in the heat of the struggle. We bravely chase our dreams and fight for what we believe. When we fall, we pick ourselves up and forge forward.

We are inquisitive:

We understand that a thoughtful question is the key to unlock understanding. We believe where answers provide ends, questions pose exciting beginnings. We are eager to explore, we question to discover, we are curious to learn more of the world at large.

We are a community:

We are united - with a common focus. We value belonging to a wider community: our school community, our local community, our global community. We are inclusive of all, no matter our differences. We value and nurture the connections we form.

We achieve these aims through our *Charter for Happiness and Well-being*. Our pupils:

- **are inspired to deploy their highest strengths to tackle all situations**, developing a growth mindset and a can-do attitude, equipped with the tools to maximise their positive emotions
- **are encouraged to find their niche**, to be fully engaged in educational activities and to meet the highest challenges that come their way
- **are coached and encouraged to develop strong relationships**, to be empathetic and responsive to the needs of themselves and others
- **are empowered to lead a meaningful life**, to be able to understand what their goals are and to know what they are striving for
- **are empowered to draw strength from celebrating their accomplishments**, in order to tackle new challenges



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We achieve these aims through our inculcation of *Learning Habits*. Our children:

- **are inspired in their thinking**, to ask questions, to make connections, to imagine possibilities, to reason methodically and to capitalise on their resources
- **are encouraged to be emotionally invested in their learning**, persevering in the face of difficulties, noticing subtle differences and patterns, managing their distractions, and becoming absorbed in their learning
- **are empowered to be fully involved in their learning**, growing in interdependence, collaborating effectively, listening empathetically to others, and imitating their learning habits
- **are inspired, encouraged, and empowered to be productive**, planning their learning in advance, revising and reviewing their progress, distilling important information, and developing their own meta-learning

United Learning and the United Church Schools' Trust

Surbiton High School is part of *United Learning* and the *United Church Schools' Trust*. The School has an Anglican foundation, valuing its Christian heritage whilst welcoming staff and children from all faiths and none. We share with United Learning its core mission statement "to bring out the best in everyone". We are committed to the aims of United Learning, including its *Framework for Excellence*, which can be found at: www.unitedlearning.org.uk

Policy Statement

Surbiton High School is committed to safeguarding the well-being of pupils and staff and, in line with relevant legislation, only permits physical restraint by reasonable and non-injurious means. Physical restraint is used only when immediately necessary for the minimum time necessary to prevent injury to self or others or very serious damage to property. Any incident involving one of restraint is recorded in writing on the 'Use of reasonable force and physical restraint report form' and notified to the Principal.

Surbiton High School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This policy applies to all members of our School community, including those in our EYFS setting.

Surbiton High School is fully committed to ensuring that the application of this Physical Restraint policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

In line with our Provision of Information policy, this document is available to all interested parties on our website and MIS and on request from the Principal's Office, and should be read in conjunction with the following documents:

- Child Protection (Safeguarding) Policy
- Staff Code of Conduct
- Anti-Bullying Policy



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- Behaviour and Discipline Policy
- Searches and Confiscation of Property

This document has regard of DfE 'Use of reasonable force: advice for headteachers, staff and governing bodies, 2013'. It is annually reviewed by Matthew Close (Senior Vice-Principal) or as events or legislation change requires. The next scheduled date for review is March 2023.

Key Personnel

Implementation of the Physical Restraint (Use of Reasonable Force) Policy is the responsibility of Matthew Close in the Senior School, Louise McCabe-Arnold in the Girls' Prep School and Tracey Chong in the Boys' Prep School, including EYFS.

Definition

Physical Restraint is the positive application of force in order to protect/prevent a student from causing injury to him/herself or others or seriously damaging property.

Injury means 'significant injury'; this would include actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to themselves or others, by wilful or reckless behaviour, and self-poisoning.

It must be shown that on any occasion where physical restraint is used, there were strong indications that if immediate action had not been taken, injury would have followed.

All members of School staff have a legal power¹ to use 'reasonable force'².

Although not exhaustive, the following list provides examples of situations where reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

¹ Power can also apply to people whom the Principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school-organised visit.

² Section 93. Education and Inspections Act, 2006



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Guidelines for the Use of Physical Restraint

Staff should not hesitate to act in an emergency, provided they follow the guidelines in this policy. However, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience of professional colleagues.

In any application of physical restraint, the minimum reasonable force should be used to calm down the situation. Help should be summoned from colleagues; pupils should **never** be involved in restraint.

‘Reasonable in the circumstances’ means using no more than is needed.

The pupil should be approached calmly but firmly. Where possible, the consequences of refusing to stop the behaviour should be explained and it should be communicated to the pupil that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach is required by staff throughout.

Corporal punishment is not permitted under any circumstance. This includes the administration of corporal punishment during any activity, whether or not within the school premises. The prohibition applies to all members of staff, including those involved in loco parentis such as unpaid, volunteer supervisors.

The method of restraint employed must use the minimum force for the minimum time and must observe the following.

Restraint must not:

- Involve hurting the pupil
- Involve deliberately inflicting pain on the pupil
- Restrict the pupil’s breathing
- Involve contact with sexually sensitive areas

During any incident, the person restraining should:

- Offer verbal reassurance to the pupil
- Cause the minimum level of restriction of movement
- Reduce the danger of any accidental injury

Physical restraint can be:

- Partial – restricting and preventing particular movements
- Total – as in the case of immobilisation

Physical intervention can take several forms and may involve staff:

- Physically interposing between pupils
- Blocking a pupil’s path
- Holding
- Pushing
- Pulling
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back, or in extreme circumstances using more restrictive holds.



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Do:

- Summon help
- Be aware of any feelings of anger
- Continue to talk to the pupil in a calm way
- Provide a soft surface if possible
- Be aware of any accessories worn by you or the pupil

Don't:

- Try to manage on your own
- Stop talking, even if the pupil does not reply
- Straddle the pupil
- Push arms up the back
- Touch the pupil near the throat or head
- Put pressure on joints
- Hold pupil's arms down by their side

Using force

- A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:
- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Recording Incidents

It is a requirement that a written record is kept on any occasion when physical restraint is used: the member of staff concerned must advise the Principal or a member of the Senior Leadership Team immediately following an incident and provide a written report as soon as possible afterwards using the 'Physical Restraint Report Form' available via MIS and attached as an appendix to this document.

The report should include:

- The name(s) of the pupil(s) involved
- When and where the incident took place
- The name(s) of any other staff or pupils who witnessed the incident
- The reason the physical restraint was necessary
- How the incident began and progressed
- The pupil's response and the outcome of the incident
- Details of any injury suffered by the pupil/another pupil/member of staff and any damage to property.

Staff may find it helpful to seek advice from their professional association or a member of the Senior Leadership Team when writing a report.



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The Senior Vice-Principal will keep the record of physical restraint and the HOY or a member of SLT will inform the parents of the pupil restrained following any incident.

The record of physical restraint is regularly monitored by the Senior Vice-Principal to identify whether review or changes in practice are needed.



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Appendix 1: Physical Restraint Report Form

Use of reasonable force and physical restraint report form

This form must be returned to the Senior Vice-Principal

Name of pupil(s) restrained	
Date of the incident	
Time of the incident	
Location of the incident	
Name of the person who restrained	
Name of other staff or pupils who witnessed the incident	
The reason the use of reasonable force / physical restraint was necessary	
How the incident began and progressed	
The pupil's response and the outcome of the incident	
Details of any injuries suffered to pupil / another pupil / member of staff	
Details of any damage to property	
Reporter's Signature and date	



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Record Keeping (Senior Vice-Principal)	
Report Incident to the Principal	
Record the incident on MIS page	
Update reasonable force and physical restraint record	



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Document Information

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