Trinity School and College

De-escalation and Use of Physical Restraint Policy

CONTEXT
The Policy works in conjunction with the Behaviour Policy, it is a graded response, and will form part of the strategies identified within the case studies, intervention schedule and EHC Plan/SEN Statement. This Policy works Health & Safety, Child Protection, Safeguarding, Equal Opportunities, Mental Health & Emotional Wellbeing and Special Educational Needs. This policy works within the following legislation and guidance:-

1. OBJECTIVES
At Trinity School and College, we believe that pupils and staff need to be safe, pupils know how to behave, and know that the adults around them are able to manage them safely and confidently. For the very rare situations, the use of physical restraint by those who have been trained within Team Teach will be used. These situations will be when de-escalation has not been successful, and the situation continues to escalate and the situation places the students, others (students and staff) and substantial damage to school property is the potential risk.

Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of the use of force to control or restrain them, including the nature of the intervention and the rationale for its use. This will be communicated within the Social, Care and Behavioural Plan.

2. MINIMISING THE NEED TO USE FORCE
In our school we aim to:

- create a calm, ordered environment that minimises the risk of incidents arising that might require using force
- de-escalate incidents if they do arise
- only use force when the risks involved in doing so are outweighed by the risks involved in not using force
- use risk assessments and positive handling plans for individual pupils
3. STAFF AUTHORISED TO USE FORCE

- All teachers and staff who have completed the Team Teach training are authorised to use physical restraint within Trinity School and College.

4. DECIDING WHETHER TO USE FORCE

In our school, authorised staff will only use force when:

- the potential consequences of not intervening are sufficiently serious to justify considering use of force;
- the chances of achieving the desired result by other means are low; and
- the risks associated with not using force outweigh those of using force.

5. USING FORCE

Before using force at our school, staff will engage the pupil in a calm and measured tone, making clear that their behaviour is unacceptable and setting out how the pupil could choose to change their behaviour.

The use of force will only be proportionate to the level of risk and will be reduced at the earliest possible time.

Training staff have been trained and advised by the Headteacher that, as far as possible, they should not use force unless or until another responsible adult is present to support, observe and call for assistance.

6. STAFF TRAINING

In our school, we have adopted the Team Teach approach to staff training. The physical restraint training is completed by two members of staff. Currently these members of staff are

Thomas Furnell
Michaela Bolton

Their skills and re-accredit every year.

The Team Teach training is predominantly about de-escalation techniques which introduce the use of force at an appropriate time, based on a range of other options.

At the time of writing this policy two physical restraints have been used in the school in the past twelve months and therefore the risk of having to use physical restraint is minimal.
7. RECORDING INCIDENTS

In our school and college we log all incidents and all reports are given to Georgina Moorcroft, Head of College and Gateway (Inclusion). Any incident involving a restraint will firstly go past Thomas Furnell the Team Teach advanced tutor in the school and college and then forwarded to Georgina Moorcroft.

8. REPORTING INCIDENTS

The trained personnel for Team Teach will ensure that “significant incidents” where a member of staff has used force on a pupil are recorded and reported to the headteacher.

Each parent or parents will be informed by the Executive Headteacher or senior leadership of any significant incident when force has been used on their child, ideally by telephone as soon as possible.

9. POST-INCIDENT SUPPORT

Members of staff who have been assaulted may wish to report the incident to the police and/or seek advice and support from their trade union representative.

If staff or pupils have been injured, immediate first aid will be provided and medical help accessed, if necessary. Staff and pupils will also receive emotional support.

Letters to parents informing them about the use of force may be used to engage in discussion regarding future course of action. A Social, Care and Behavioural Plan will written to prevent and deal with any further recurrence of behaviour that could lead to the use of force.

Staff will aim to help the pupil to develop strategies to avoid repeating the difficult behaviour.

School will provide ongoing support for staff and pupils as long as necessary in respect of:

a) physical consequences
b) emotional stress/loss of confidence
c) opportunity to analyse, reflect and learn from the incident

10. COMPLAINTS AND ALLEGATIONS

Parents and pupils have a right to complain about actions taken by school staff including use of force. If a specific allegation is made against a member of staff, then our school will follow the guidance set out in

Other complaints will be dealt with via the school’s complaints procedure.
11. MONITORING AND REVIEW

This policy will be monitored and reviewed at the same time as members of staff receive Team Teach re-accreditation training.

12. FURTHER INFORMATION

- Team Teach Handbook and Guidance 2015
- Keeping Children Safe in Education May 2016
- Working Together to Safeguard Children March 2015
- Keeping Children Safe in Education 2014
- Working Together to Safeguard Children : A guide to inter-agency working to safeguard and promote the welfare of children  March 2013
- Young Persons Guide to Working together to Safeguard Children
- Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Further Education (Providers of Education) (England) (Regulations) 2006
- The Education (Non-Maintained Special Schools) (England) Regulations 2011
- Safeguarding Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012
- Equality Act 2010

Reviewed by Thomas Furnell September 2016
To be reviewed September 2017