



RESTRAINT POLICY

2025-2027

Purford Green Primary
and Nursery

Part of the Passmores Co-operative Learning Community

PCLC Position Statement

All PCLC schools have an approach that is based on the following key principles:

- Our unconditional positive regard ensures that every young person is highly valued and expected to achieve their potential;
- every young person has the right to be successful and has ability to achieve, no matter what their socio-economic background;
- there is no limit to achievement – intelligence can be developed;
- each student must know what to do in order to improve and how to do it, high expectations on their own are not enough;
- consistency of experience is fundamental; each school is a team and consistency makes us greater than the sum of our parts;
- employment opportunities in PCLC schools should allow all colleagues to inspire a love for learning; not simply process and record what we find.

By ensuring all of actions and decisions adhere to these principles our community members:

- are highly valued and expected to achieve their full potential, no matter what their socio-economic background;
- benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local school;
- are supported and encouraged to lead healthy and active lives making sensible choices, whilst respecting the views and attitudes of others.



Purford Green Primary School Restraint Policy

1 Introduction

At Purford Green Primary, we are committed to a positive relationships and behaviour policy which encourages all children to make positive behaviour choices and develop personal values. On rare occasions circumstances may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:-

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Headteacher as soon as possible
- Parents will be informed of each incident at the earliest opportunity

2 The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

- causing injury to him/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline'

Further advice is offered in: Use of reasonable force DfE July 2013

3 Objectives

- To maintain the safety of pupils and staff at all times.
- To ensure that pupils and staff feel safe.
- To prevent serious behaviour issues which might cause others to feel unsafe or be disruptive to learning.
- To prevent serious damage to property.

4 Creating an appropriate culture

At Purford Green Primary we aim to establish a calm environment that focuses on learning and playing together in a mutually supportive way.

We have an established values based programme which teaches pupils to recognise and talk about feelings whilst equipping them with the language to do so. We also teach strategies for managing conflict.

All adults working in the school have a role in helping to de-escalate any incidents that may arise. Pupils are encouraged to talk to adults if they have concerns and, with parental consent, they also have access to a Learning Mentor.

5 Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention or re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as punishment.

Only trained staff are authorised to use reasonable force in applying physical restraint; Further advice on what constitutes reasonable force is offered in: Use of reasonable force DfE July 2013.

What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. We will always try to de-escalate where possible and then use only the force necessary to stop or prevent danger in accordance with the guidelines below.

5.1 When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can be used:
 - to remove disruptive children from the classroom where they are putting themselves or others at risk
 - to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
 - to 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
 - to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
 - to restrain a pupil at risk of harming themselves through physical outbursts.

Physical restraint must never be used as a punishment, it is unlawful to use force as a punishment.

5.2 When physical restraint becomes necessary:

DO:

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff

- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance DON'T
- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil

Staff are **NOT** expected to restrain a pupil if, by so doing, they consider they put themselves at unacceptable risk. It may be necessary to remove other pupils from the vicinity if it is felt that they are at risk and seek support from the Headteacher or another senior member of staff, who could take the decision to call parents or the police in extreme circumstances.

In the event of **a pupil running off school premises** and failing to respond to verbal requests to come back the Headteacher or another senior member of staff should be told at once, the police should be called and then the parents. The pupil should not be pursued off site unless staff feel, when they make a mental risk assessment of the particular circumstances, that it will be safer for the child to do so than not to do so.

6 Pupils with Special Educational Needs or disabilities (SEND)

At Purford Green we have a strong commitment to inclusion. We recognise that sometimes we may need to put extra measures in place for pupils with Special Needs relating to behaviour or for those with disabilities. Occasionally, if a pupil exhibits particularly challenging behaviour, we may carry out a risk assessment to ensure the safety and wellbeing of all. If a pupil is assessed as being at greatest risk of needing restrictive physical interventions an individual, positive handling plan may be written in consultation with parents.

Staff who come into contact with such pupils will be made aware of:

- situations that may provoke difficult or violent behaviour
- preventative and de-escalation strategies that are most likely to work for that child
- specific strategies and techniques to use if physical intervention is likely to be needed.

The child should also be taught how to communicate and what strategies to use in a crisis. (non-verbal signals, cool-off area)

7 Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The

Headteacher should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised.

An appropriate member of the Senior Leadership Team should always be involved in debriefing the pupil involved and any victims of the incident should be offered support.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

A member of the Senior Leadership Team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

7.1 Reporting incidents

Any incident that has resulted in a pupil being physically restrained should be reported to the Headteacher. Details will be recorded in writing in a numbered record book and may be shared with Governors and consulting professionals. Parents will be advised and given an opportunity to discuss the incident.

Updated Nov 2025; Review Nov 2026