



PALACIO
DE
GRANDA

Physical Contact and Restraint Policy

*Política de contacto físico y restricción
física*

Review Frequency	Annually
Most Recent Review	Summer 2025
Next Review Due	Summer 2026
Head Teacher	Ricardo Diaz

Declaración de Política

La escuela Palacio de Granda tiene un enfoque disciplinario basado en el refuerzo positivo del comportamiento aceptable.

Estamos comprometidos a garantizar que los alumnos estén seguros, felices y aprendiendo en un ambiente tranquilo y positivo. Asimismo, nos comprometemos a promover un comportamiento positivo y a asegurar que los niños comprendan claramente las normas de la escuela que deben seguir en todo momento.

En ocasiones, un miembro del personal puede necesitar intervenir físicamente con un alumno en beneficio de su bienestar o del bienestar de otros alumnos. Según la normativa:

“Todo el personal escolar tiene el poder de usar fuerza razonable para prevenir que los alumnos cometan un delito, se lesionen a sí mismos o a otros, dañen propiedades o para mantener el orden y la disciplina en el aula.”

El uso de la fuerza razonable será raro, nunca se usará de manera punitiva, y solo se aplicará en el mejor interés de los alumnos, si la situación lo requiere.

Tipos de intervención física

Existen dos tipos de intervención física que podrían usarse:

- Contacto positivo
- Uso de fuerza razonable para controlar o restringir

Esta política explica cuándo y cómo se puede usar cada tipo de intervención por parte del personal de Palacio de Granda, de acuerdo con las directrices del Departamento de Educación.

Los líderes senior y personal designado deben estar formados en el uso de fuerza física y técnicas de sujeción, y todo el personal autorizado debe conocer los criterios y procedimientos para el uso de la fuerza física y su registro.

Todo el personal debe estar familiarizado con esta política y comprender cuándo es apropiada la sujeción física y cómo realizarla. Los padres también deben ser informados sobre esta política.

Contacto Positivo

Creemos que negar todo contacto físico con los adultos es negar una necesidad humana básica y una expresión de cuidado y preocupación por los alumnos.

El contacto físico debe ser siempre apropiado para la edad, comprensión y sexo del niño, y nunca debe ser amenazante o sexualmente inapropiado.

El personal debe ser sensible a:

- Antecedentes culturales
- Necesidad de mantener el espacio personal del alumno
- Reconocer alumnos que han sufrido abuso sexual, ya que pueden buscar contacto físico o evitarlo

El contacto físico puede ser apropiado cuando:

- El alumno necesita consuelo o seguridad, por ejemplo, tras un accidente o crisis personal.
- El alumno necesita ánimo para afrontar un nuevo desafío, como subir a un aparato de juego.
- Se requiere acción urgente para evitar un incidente o lesión.

El personal debe ser cuidadoso al ofrecer consuelo físico y tener en cuenta a los alumnos que están en la pubertad, ya que el contacto puede ser malinterpretado.

Se deben tomar medidas razonables cuando el personal esté a solas supervisando o enseñando a pequeños grupos o alumnos individuales (por ejemplo, dejando la puerta abierta).

Uso de Fuerza para Controlar o Restringir

¿Cuándo se debe usar fuerza razonable o sujeción?

Según la normativa, la fuerza razonable y la sujeción pueden usarse para prevenir que un alumno:

- Cometa un delito
- Se lesione a sí mismo o a otros
- Cause daños graves a la propiedad, incluyendo la propia
- Realice un comportamiento que comprometa el orden en la escuela, ya sea dentro o fuera del aula

El personal tiene derecho a defenderse de ataques físicos y debe intentar difuminar la situación antes de que ocurra el ataque. En caso de ser necesario, se debe usar la mínima fuerza con máximo efecto.

Situaciones en las que podría ser apropiada la fuerza razonable

1. Defensa propia, por ejemplo, cuando el alumno ataca a otro alumno o adulto.
2. Riesgo inmediato o inminente de daño a un niño o adulto, como peleas o uso peligroso de objetos.
3. Riesgo inmediato de daños significativos a la propiedad, por ejemplo, vandalismo.
4. Comportamiento que comprometa el orden y la disciplina, como un alumno que se escapa del aula o del edificio.
5. Alumno que se niega persistentemente a abandonar un área, lo que pone en riesgo su bienestar o seguridad.
6. Comportamiento que interrumpe gravemente una clase.

Formas de intervención física

Puede incluir:

- Interponerse físicamente entre alumnos
- Bloquear el camino del alumno

- Sujetar al alumno
- Empujar o tirar solo en circunstancias extremas para evitar peligro
- Guiar al alumno de la mano o brazo
- Dirigir al alumno colocando una mano en su espalda
- En casos extremos, usar sujeciones más restrictivas

No se debe actuar de manera que pueda causar lesiones, como:

- Sujetar al alumno por el cuello o collar
- Abofetear, golpear o patear
- Torcer o forzar articulaciones
- Tropezar intencionadamente
- Tirar del cabello o la oreja
- Sujetar al alumno boca abajo en el suelo

En situaciones excepcionales de riesgo inmediato, el personal puede tomar cualquier acción necesaria dentro del concepto de fuerza razonable, por ejemplo:

- Evitar que un alumno corra hacia una calle concurrida
- Evitar que golpee a alguien o arroje un objeto

Siempre se debe evitar contacto físico indecente y considerar si existe una alternativa a la intervención física.

Procedimiento

1. Usar mínima fuerza con máximo efecto, durante el menor tiempo posible, y solo los métodos de sujeción acordados.
 2. La seguridad del alumno es prioritaria. Vigilar signos de angustia como vómitos, cambios de color, dificultad para respirar, etc.
 3. Tras un incidente, completar el formulario “Informe de Incidente con Sujeción Física” o el informe de incidente grave correspondiente. Se debe entregar una copia al Director o miembro del equipo directivo con responsabilidad delegada.
 4. Informar a los padres sobre el incidente, las circunstancias y las acciones futuras de la escuela.
 5. Proporcionar apoyo y reaseguramiento a los alumnos que presenciaron el incidente.
 6. El equipo directivo y el personal evaluarán el incidente para mejorar la gestión futura de alumnos en situaciones similares.
 7. El personal involucrado será debriefed y mantenido informado sobre acciones futuras relacionadas.
 8. El Director presentará un informe anual al Consejo Escolar, informando también al Presidente del Consejo o Gobernador responsable de protección infantil sobre alumnos vulnerables que puedan necesitar sujeción regularmente.
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Puntos Esenciales a Recordar

- Siempre que sea posible, el personal debe buscar apoyo de otro adulto, idealmente miembro del equipo directivo, que actúe como testigo y complete un informe de testigo.
 - En casos extremos, el personal solo debe intervenir si hay emergencia. Se debe evaluar la seguridad y retirar a otros alumnos si es necesario, buscando ayuda adicional o de la policía.
 - Incluso si la situación se resuelve verbalmente, el registro del incidente debe completarse para aprendizaje futuro.
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Quejas

En caso de que se presenten quejas ante la escuela o Servicios Sociales por el uso de fuerza, el Director (o delegado) buscará asesoramiento y apoyo sobre cómo responder.

Evaluación de Riesgos

- Todo el personal, incluidos maestros, asistentes y otros, debe ser informado sobre alumnos/familias vulnerables o volátiles.
- Estos alumnos/familias deben ser claramente identificados en la documentación, incluyendo perfil del alumno y registros principales.
- Se realizará una evaluación de riesgos basada en conocimiento y experiencia previa, y el Director o personal delegado elaborará un plan de acción individualizado.

Policy Statement

Palacio de Granda school has a disciplinary approach based on positive reinforcement of acceptable behaviour.

We are committed to ensuring pupils are safe, happy and learning in a calm and positive environment. We are committed to promoting positive behaviour and also ensuring that children are clear about the school rules they are expected to follow at all times.

There are times when a member of staff might be required to physically intervene with a pupil in the best interest of their welfare or the welfare of other pupils. "All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom." Reasonable force will only be used rarely and would never be used punitively, but in the best interest of pupils should the situation require it.

There are two kinds of physical intervention that might be used:

- Positive contact
- Use of reasonable force to control or restrain

This policy explains when and how each of these might be used by Palacio de Granda Staff in line to the Department for Education.

Senior Leaders and other named staff should be trained in the use of physical force and restraint, and all authorised staff should be clear about the criteria for when physical force and restraint should be used and the procedures for recording such incidents.

All school staff are familiar with the school's policy and have a clear understanding about when physical restraint is appropriate and how it should be done. Parents should also be made aware of this policy.

Positive Contact

We believe that to deny pupils all physical contact with adults is to deny a basic human need and an expression of care and concern for all pupils.

However physical contact must be appropriate for the age, understanding and sex of the child and must never threaten or be sexually inappropriate.

Staff must be sensitive to:

- cultural backgrounds
- the need to maintain pupils' personal space
- be aware of pupils who have been sexually abused and will either seek physical contact or positively avoid it

Physical contact may be appropriate

- when a pupil needs to get comfort or reassurance e.g. following an accident or personal crisis.
- when a pupil needs encouragement to attempt a new challenge e.g. to climb onto a piece of apparatus.
- when there is a need to take urgent action to avoid an incident or injury

Staff should take care when offering physical comfort to pupils and also be mindful of pupils who may be approaching puberty because physical contact can be misconstrued and this can cause distress to all concerned.

Staff should take reasonable measures when they are left alone supervising/talking with/teaching small groups or individual pupils (such as leaving the door open).

The Use of Force to Control or Restrain Pupils

When should reasonable force or restraint be used?

According to guidance, reasonable force and restraint may be used to prevent a pupil from doing, or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing serious damage to property including the pupil's own property
- engaging in behaviour prejudicial to good order at the school or among any of its pupils whether that behaviour occurs in a classroom during a teaching session or elsewhere.
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Staff have a right to defend themselves against physical attack, and do everything possible to diffuse the situation before such an attack occurs. In the event that it is necessary to defend themselves against physical attack minimum force for maximum effect should be used.

Situations in which reasonable force might be appropriate are:

- i. When action is necessary in self-defence e.g. when the pupil attacks another pupil or adult
- ii. Where there is an immediate or imminent risk of injury to another child or an adult e.g. when pupils are fighting or there is rough play or misuse of dangerous materials or objects.
- iii. Where there is immediate risk of significant damage to property – when a pupil is about to vandalise property
- iv. Where behaviour jeopardises good order and discipline e.g. where a pupil absconds from the classroom or school buildings. (Note – this only applies if the pupil could be at risk if not kept in the classroom or at school)
- v A pupil persistently refuses to leave an area and this is likely to cause harm to their wellbeing, or their safety cannot be secured if they remain in that area (e.g. somewhere they cannot be supervised).
- vi Behaviour which seriously disrupts a lesson.

Physical intervention may need to be used when

- i. There is clearly no alternative approach which would work in the circumstances i.e. there is an immediate urgency to resolve the situation
- ii. Defending or protecting

What kinds of physical force and restraint might be used?

Physical intervention can take several forms. It might involve staff in

- physically interposing between pupils
- blocking pupil's path
- holding
- pushing or pulling but only in extreme circumstances to avoid danger
- 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

Staff should **not** act in a way that might be expected to cause injury for example by:

- holding a pupil around the neck or by the collar or in any other way that might restrict the ability to breathe
- slapping, punching or kicking
- twisting or forcing limbs against joint
- tripping up
- holding or pulling by the hair or ear
- holding a pupil face down on the ground
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In exceptional circumstances where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of reasonable force. For example to prevent a young pupil from running onto a busy road, or to prevent a pupil from hitting someone or throwing something.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

Staff must always consider whether a risk is urgent and whether there is any alternative to physical intervention.

Staff should always try to deal with the situation using other strategies to calm a situation before using force. See advice in the school behaviour policy.

Procedure

- i Staff must use minimum force for maximum effect over the shortest time and use only the agreed restraint methods
- ii Pupil safety is paramount. Staff must be aware of signs of distress such as vomiting, changes in colour, breathlessness etc.

- iii After an incident staff must complete the “Report of Incident Involving Physical Restraint” or the serious incident report pertaining to the incident should contain information consistent with this (ie: the context and circumstances of the incident and a clear reason as to why restraint was necessary). A copy must be passed to the Headteacher (or other member of the Senior Leadership Team with delegated responsibility)
- iv Parents should typically be informed of the incident, the circumstances which led up to the incident and the outcome. Parents must also be informed of any future action the school intends to take.
- v. Should there be a need to do so, reassurance and support will be provided to any pupils who witness an incident.
- vi The senior management team and staff will evaluate any incident or physical restraint to inform future management of pupils in similar situations.
- vii Staff involved will be debriefed following an incident and kept informed of any future action which relates to it.
- viii A report on the operation of this policy will be made by the Headteacher to the full Governing Body at annually. The Chair of Governors or Governor with designated responsibility for child protection will be informed of any vulnerable pupils for whom restraint may need to be regularly used.

Essential Points to Remember

Whenever possible staff are advised to seek the support of another adult (ideally a named adult/member of SLT) when they need to use reasonable force to resolve a situation they cannot deal with in any other way. The other adult will be a witness to the incident and will complete a witness report for the record.

In some extreme cases staff are advised not to intervene in an incident, unless it is an emergency. Staff must judge whether it is safe to remove other pupils to a safe distance and seek help from other colleagues or the police. In such incidents, the teacher/member of staff should tell the pupil that he/she has sent for help and continue to try to diffuse the situation orally. If the situation is diffused successfully the incident log must still be completed so that others may learn from the experience.

Complaints

In the event of complaints to the school or to Social Services in connection with the use of force by a member of staff, the Headteacher (or delegated member of the senior management team) will seek the advice and support of personnel on how to respond to the complaint.

Risk Assessment

- all staff including teachers, classroom assistants and other colleagues in the school must be informed about pupils/families who are vulnerable or volatile
- vulnerable or volatile pupils/families should be clearly identified in documentation e.g. on the pupil's profile and on the main records which will be annotated
- a risk assessment based on knowledge and previous experience will be carried out and a plan of action for individuals will be written by the Headteacher or delegated member of staff.

PALACIO DE GRANDA SCHOOL

Report of Incident Involving Physical Restraint (or Reasonable Force associated with serious incidents)

Date / Time / Location:	
Name of pupil needing to be restrained:	
Pupils involved:	
Witnesses:	
Reason force was necessary:	
Defence / Self Defence	Immediate or imminent risk of injury to another child
Immediate or imminent risk of injury to an adult	Immediate or imminent risk of injury or safety to themselves.
Immediate risk of significant damage to property (inc potential serious vandalism)	Pupil seriously jeopardising good order and discipline (nb – make clear the ‘risk’ involved)
A pupil persistently refusing to leave an area (nb – make clear the ‘risk’ involved)	Serious disruption to a lesson / learning.
There is clearly no alternative approach which would work in the circumstances (and there is an immediate urgency to resolve the situation)	Defending or protecting.
Other? (explain):	
Type of force used:	
Physically interposing between pupils	Blocking pupils path
Holding / Restraining (give description of restraint)	Pushing or pulling (only in extreme circumstances to avoid danger)
Leading a pupil by the hand or arm	Shepherding a pupil away by placing a hand in the centre of the back or other
Other:	

Details:

Description of incident (how it began and progressed, steps taken to defuse or calm situation, degree of force used, how it was applied and for how long)

Pupil Response / Outcome:

Details of any injury or damage to property:

Any other consequence:

Any additional notes?

Signed: _____ (name)