



Beechtree Steiner Kindergartens

HOLDING AND PHYSICAL RESTRAINT POLICY AND PROCEDURE

The policy should be known to all trustees, staff, parents (and pupils where appropriate).

Adults other than teachers who may be authorised to be in charge of children, e.g. assistants, afternoon care assistants, Learning Support Assistants, and volunteers, including parents, will be told exactly what the procedures are, what their responsibilities are, and under what circumstances with the children in their care.

1) POLICY

This policy and procedure is concerned with the use of holding to control or restrain children in the kindergarten.

Staff will firstly always try to use strategies and techniques which do not involve holding/ physical restraint to deal with difficult situations (see Guidelines for Supporting Positive behaviour).

In a non-urgent/ non-emergency situation, restraint will only be used when all other strategies have failed.

A child may only be physically restrained under the following circumstances:

- a) If a child is causing injury to themselves or another child
- b) If a child tries to physically attack a teacher/assistant
- c) If a child is causing significant damage to equipment
- d) If a child is engaged in behaviour that severely compromises age-appropriate expected behaviours, with awareness & understanding of any SEN
- e) If a child is running out of the building or school grounds with intent to escape

Date.....

Review Date.....

Signed by trustee..... Name.....

Signed by Beechtree staff member.....

Name and position.....

2) PROCEDURE

- a) Whenever a teacher or assistant is met with a situation where they need to consider physically holding a child, they will first give **verbal signals that are repetitive and familiar** and that are generally known by the pupils in the management of behaviour, e.g. 'hands are for work and play; 'our hands are kind and gentle in the kindergarten'; 'we can run in the garden and we walk inside'; 'only donkeys kick – children do not kick' etc.
- b) If the child does not modify their behaviour as a response to these usual signals and needs to be held, the member of staff will:
- Adopt a calm and measured approach
 - Tell the child they will be physically held and/ or moved by the adult
 - Firstly, attempt to hold the child around their waist and sit with the child on their lap.
 - Sit with the child, restraining them, responding appropriately e.g. talk to them softly, stroke their back, offer calming sounds "shhhh" etc.
- c) If sitting with the child does not help or calm the child relatively quickly, an attempt will be made, appropriate to the child's age, to take the child into another space and allow them the freedom to have a tantrum, scream, cry or shout out. If the adult physically lifts the child to do this, the adult will warn the child verbally this is what they will do.
- d) If the child is striking out (e.g. hitting, scratching, biting, kicking, or pulling hair) at a teacher or another child, they may need their hands and or feet holding (restraint) until they can be removed from the situation.
- e) Staff are to communicate and co-operate with one another at such times to keep the child in question, the staff members and the other children safe.
- f) After a child has been restrained and the adult and child return to activity/ room:
- The staff member, directly involved in the restraint, makes comprehensive notes of the incident, to be recorded fully later in the Incident Book (see below).
 - Staff communicate with one another to inform each other immediately of the incident and subsequent behaviour of the child,
 - Staff communicate with one another immediately to ensure the child is responded to accordingly and consistently
 - The staff members involved are ready to return to work, or are given a short break if necessary/possible.

Date.....

Review Date.....

Signed by trustee..... Name.....

Signed by Beechtree staff member.....

Name and position.....

3) General practice

- a) Staff should ensure a safe and calm manner, where procedures are agreed and consistent within the staff team.
- b) No action will be taken by any member of staff which might cause an injury to a child
- c) Staff should avoid holding joints e.g. Wrists or elbows, as this is extremely painful and potentially dangerous for a child.
- d) Staff will not chase a child if they are running away, we will be careful not to grab out at a running child, grab or hold onto a child's clothes. Staff will never drag a child by clothes or hands or arms.
- e) Staff should avoid holding or touching a pupil in inappropriate ways at any time. This is a serious "Safeguarding" concern and any such behaviour will be dealt with immediately and seriously.

4) RECORD KEEPING:

A written record of any incident where restraint was used will be kept and signed in the Incident Book.

All staff in the kindergarten will be informed.

The record will include:

- the names of those involved (children and staff)
- any witnesses
- the reason for intervention and details of the incident.
- any steps taken to defuse the situation
- what action was taken
- the outcome of the action
- any injuries or damage sustained to child or adult

The following will all sign the incident book/form:

The staff member concerned

A witness

The kindergarten teacher/ manager

The parent(s)/ carer(s)

Date.....

Review Date.....

Signed by trustee..... Name.....

Signed by Beechtree staff member.....

Name and position.....

Parents will be informed of any incident involving the use of restraint and will be asked to sign the record by the kindergarten teacher/ manager.

Any complaints may be dealt with through the kindergarten's Grievance Procedure.

5) Positive physical touch

- a) The Steiner approach recognises that the child's physical development is predominant between the ages of birth – seven and the child learns about the world through their sense of touch and physical body. Steiner early years practitioners understand that positive physical contact between children and adults supports, nourishes and strengthens the child's development.
- b) The kindergarten staff recognise that there are times when physical contact with a pupil may be necessary, for example, giving first aid, if a child is in distress or needs comfort or calming down or support with toileting. In these instances, staff will inform one another that they are carrying out such duties of care, ensure the privacy of the child concerned, and with consideration in being able to be seen by other members of staff e.g. Toileting duties/ nappy changing should be carried out with the toilet door open.
- c) The kindergarten staff will strive to develop clear, consistent practice towards all children, taking into consideration the age, gender, SEN, cultural background etc of individual children in their care.
- d) It also recognises that there are some children for whom touching or close physical proximity is unwelcome because of their cultural background, personal history or sensory needs. Open communication with parents, home visits, parent-teacher meetings are crucial in establishing such information.
- e) There are times when physical support may be used, such as a child separating from their parents, the child might sit on the lap of the teacher. Physical support may be used in ring time or lunch time e.g. a child is supported in their concentration by sitting on a member of staff's lap or by their hand being held. If this support is to be consistently used for a child over several days or weeks, then the kindergarten teacher will discuss the strategy with parents and all staff, the procedures will be verbally explained, and recorded in the child's profile.
- f) We acknowledge and recognise that children need and desire physical contact during their free-play. In such situations, adults need to be alert, aware and observant to safeguard children's physical boundaries appropriately.

Date.....

Review Date.....

Signed by trustee..... Name.....

Signed by Beechtree staff member.....

Name and position.....