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**Policy Review Record**

This policy relates to all premises under the governance of the Learning Hub social enterprise. This includes; the Learning Hub; The Venue and the Country Park Café.

Policy Name: Measures of Control and Restraint and Deprivation of Liberty

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| Date policy written/amended | Amended/written by | Authorised by | Next review due |
| 16.11.16 | Sarah Cox | Sarah Cox |  |
| August 2018 | Sarah Cox | Sarah Cox | August 2019 |
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**Measures of Control Restraint and Deprivation of Liberty**

**What we do**

At The Melton Learning Hub we seek not only to act within the law but are also guided by what is regarded as good practice within the therapeutic parenting model. The use of restraint should be a last resort used only when other attempts to allow the child/young person to control themselves has failed.

* The Law states; ‘Reasonable force is only acceptable to defend yourself’. Reasonable force is defined as minimum required to defend yourself, (for example) if there is a choice between hitting your attacker to defend yourself and running away you should run away. If you use more violence than the attacker then you will be breaking the law.
* Restraint will only be used as a last resort within the law and within the bounds of good practice. This is to prevent harm to a child/young person to yourself, or to property which may result in harm to others for example broken glass or furniture being thrown.
* Restraint is not used as a punishment, nor to force compliance with instructions where significant harm or serious damage to property are not otherwise likely.
* Staff are trained in the use of physical restraint techniques by an accredited Team TEACH instructor and trainer and only use these agreed techniques. Training is regularly refreshed.

Remember, Physical intervention because of past experiences can evoke powerful feelings of fear and anxiety. Children/young people may have been subject to physical violence and sexual abuse; this can be echoed in the restraint situation. Only use prescribed methods and never sit astride a child/young person.

Before Restraint is used we must ensure all other methods have failed: (Refer to Behavioural Management Policy) in line with the therapeutic model therapeutic care staff must use non-shame based behavioural strategies. These will be regularly reflected on in supervision and consultation meetings.

* Try to diffuse the situation
* Listen carefully to the child/young person, acknowledge their difficulty empathise with the behaviour.
* Adopt a non-threatening stance
* Use voice tone and body posture carefully
* Offer alternative solutions
* Use a response aimed at diffusing the situation
* Ensure other children/young people are removed from the situation calmly
* Seek assistance
* Be prepared to back off at any time; it is never too late to calm a situation
* Use the minimum intervention required if blocking someone’s exit, or holding their hand
* Look to downgrade the intervention as soon as possible
* Do not take what is said personally
* Do not restrain or hold someone if you yourself are feeling angry. Therapeutic care staff need to stay regulated to support young people to regulate their behaviour.

Physical Restraint is the positive application of force with the intention of restricting the actions of the child/young person in order to protect a child/young person from harming themselves or others or seriously damaging property. The proper use of physical restraint requires skill and judgement, as well as knowledge of non-harmful methods of restraint. The onus is on staff to determine the degree of restraint appropriate and when it should be used. In particular, staff must be careful that they do not overreact.

* If physical intervention becomes necessary use only agreed methods
* Continue to use ‘de-escalation’ techniques throughout; talking calmly to the child/young person and reassuring them
* Check you and your colleague are behaving safely, monitor each other throughout
* Use breakaway techniques to escape holds
* Ensure you have the assistance of a colleague if appropriate and agree who will lead
* Release the hold as soon as is possible
* Never wrap the child/young person in bedding or clothing
* Whilst holding a child/young person constantly check you are not causing unnecessary pain and that your hold is safe
* Use the wriggly fingers method to ensure your grip is not too tight
* Check that breathing is not a problem; and where possible take steps to ensure a child/young person cannot harm themselves by banging their head or rubbing themselves on the carpet. If this behaviour is seen then mention it to your colleague or other non-involved staff
* Wherever possible ensure the gender of those involved in the restraint is appropriate
* Seek to maintain the dignity of the child/young person involved by ensuring clothing is kept in place and whoever is holding the child/young person’s legs are facing away in the prescribed Manner
* Release the child/young person only when calm and do so in a controlled manner talking to them as you do e.g. I am now going to let go of your arm
* Allow the child/young person time and reassure them, ensure they have a drink
* Always talk through the situation with the child/young person afterwards

A staff member who has reason to be concerned about a child/young person’s wellbeing as they have indicated their intention to leave without permission, or run away, should take decisive action.

* They should give clear instructions and warning about the consequences to their wellbeing if they leave the education site.
* If there is a strong likelihood that the child/young person will be placing themselves in serious danger by leaving the site a staff member may use their physical presence to obstruct an exit and thereby create an opportunity to express concern and remonstrate with the child/young person. An example – 13 year old girl, very sexualised, known to older males, trying to leave the site after making a call or implying making a meeting.

**If anyone is injured seek medical assistance immediately.**

If the child/young person is unhappy with any aspect of the restraint, record this and inform them of their right to make a complaint

Staff must inform the education lead of the incident as soon as possible. They should ensure the **significant events form is completed and also logged in the physical intervention log book** as soon as is practically possible. The education lead should then inform the social worker, and other relevant parties.

Children/young people will always have the opportunity to be de-briefed after a restraint and will also be given the opportunity to make a complaint. Relevant forms, telephone numbers and contacts will be provided for the child/young person.

Any measure of control or behaviour management which significantly impacts on the experience of the child will be debriefed by the Registered Education lead with the young person to ensure that there is understanding for the use of such a measure. This debrief session will be robustly recorded and stored on the Team TEACH form.