

Date: September 2023
Review: September 2024

Primrose Hill School Care and Control Policy



EUXTON PRIMROSE HILL PRIMARY SCHOOL

CARE AND CONTROL OF PUPILS POLICY

INTRODUCTION

This policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the arrangements for care and control. Its contents are available to parents, carers and pupils. A statement about the School's Discipline and Behaviour Policy is made in the School's Prospectus. This statement includes information on the use of reasonable force to control or restrain pupils.

This policy has been developed in response to the recommendations of Circular 10/98 "The use of Force to Control and Restrain Pupils" issued following the implementation of the Education Act 1996 Section 550A. It follows the policies of Lancashire Education and Cultural Services Committee.

The policy should be read in conjunction with other school policies relating to the interaction between pupils and adults, notably the School's Behaviour Policy.

This policy was reviewed, updated and accepted by the Governing Body in September 2023. The responsible person for the implementation and review of the policy is the Headteacher.

PURPOSE OF THE POLICY

Good personal and professional relationships between staff and pupils are vital to ensure **good order** in our school. It is recognised that the majority of pupils within our school respond positively to the control and discipline practised by staff through the School's Behaviour Policy. This ensures the well-being and safety of all children and staff in school. It acknowledges that in exceptional circumstances, appropriately trained staff may need to take action in situations where the use of reasonable force may be required. It is recognised however that any such measures will be most effective if executed in the context of the overall ethos of the school, the way the staff exercise their responsibilities and the behaviour management strategies used.

This policy seeks to ensure the staff of Primrose Hill Primary School, clearly understand their responsibilities in taking appropriate measures where reasonable force is required. It is essential that staff are well informed and appropriately trained to deal with situations and understand fully the rationale and implications of this policy document. The policy will also be explained to parents and pupils and be made available to parents when requested.

It is recognised that the use of any form of physical control places staff in a vulnerable position. It is recognised by the staff at Primrose Hill that the use of physical force can only be justified according to the circumstances described in this policy. It is agreed that reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when the pupil/other pupils, staff or property are at risk.

DEFINITIONS

- ❖ **PHYSICAL CONTACT:** Situation in which proper physical contact occurs between staff and pupils, eg in the care of pupils with severe learning disabilities, in Games/PE, to comfort children etc.

- ❖ **PHYSICAL INTERVENTION:** This may be used to divert a pupil from a disruptive or destructive action, eg guiding or leading a pupil by the hand, arm or shoulder with little or no force.
- ❖ **PHYSICAL CONTROL/RESTRAINT:** This will involve the use of reasonable force when there is immediate risk to the pupil themselves, other pupils, staff or property. **ALL SUCH INCIDENTS WILL BE RECORDED USING THE CORRECT PROCEDURES.**

UNDERPINNING VALUES

At Primrose Hill Primary School we strive to create and maintain an environment, which leads to the development of the whole child, socially, emotionally, intellectually, physically, spiritually and morally, in a safe, caring and supportive environment.

We believe that everyone attending or working at Primrose Hill has a right to work within a safe environment through:

- ❖ Recognition of their unique identity.
- ❖ Be treated with respect and dignity.
- ❖ Learn and work within a safe, secure and calm, orderly environment.
- ❖ Be protected from harm, assault, violence and acts of verbal abuse/

Pupils attending Primrose Hill and their parents have a right to:

- ❖ Individual consideration of their needs by staff that have responsibility for their care and protection.
- ❖ Expect staff to undertake their responsibilities and duties in accordance with the school's policies.
- ❖ Be informed of the school's rules, relevant policies and the expected conduct for all pupils and staff who work in the school.
- ❖ Be provided with high quality education in an environment where children feel safe and secure and are protected from harm.
- ❖ Be informed of the school's complaints procedure.

The school will ensure that the children are familiar with the Golden Rules and the system of rewards and punishments outlined in the Behaviour Policy so they have a clearly defined understanding of what are the expectations in terms of behaviour.

Parents will be encouraged to commit themselves through the Home-School-Child Agreement to ensure the good behaviour of their child and that he/she understands and accepts the school's Behaviour Policy.

STAFF AND STAFF RESPONSIBILITIES

Primrose Hill School takes its responsibility to care, protect and nurture children who attend the school seriously. This means that the school will take any steps considered necessary in order to:

- ❖ Protect children from harm.

- ❖ Provide for a safe environment in which all children can develop their potential.
- ❖ Ensure that the children understand the need for and respond to clearly defined limits that govern behaviour in school.

Staff have a responsibility to act at all times in a manner which reflects positively on their professional status and which at no time oppresses, demeans, humiliates or abuses the pupils with whom they work.

It is recognised that the use of any form of physical control places staff in a vulnerable position. It is recognised by the staff at Primrose Hill that the use of physical force can only be justified according to the circumstances described in this policy. Staff have a responsibility to seek alternative strategies whenever possible in order to prevent the need for physical intervention. It is agreed therefore that reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when the pupil, other pupils, staff or property are at risk.

TRAINING

Training for all members of staff will be made available according to their role and will be organised by the Head teacher through INSET and LEA provision. No member of staff will be expected to undertake the use of reasonable force without proper training. Arrangements will be made clear in the induction arrangements for staff and training will be provided as part of on-going staff development.

At Primrose Hill, staff have previously been trained in the T.E.A.M. T.E.A.C.H. methods of care and control and future training will be undertaken through accredited providers.

AUTHORISED STAFF

At Primrose Hill, it is recognised that staff may occasionally have to guide pupils from situations that may cause themselves/others/property harm. Only teachers who have received appropriate training are authorised to use reasonable force. Any restraints applied should be recorded formally and handed immediately to the Headteacher and the child's parents should also be informed.

Supply staff, Non-teaching Assistants and welfare staff are not authorised to use reasonable force.

Authorisation is not given to volunteers or parents.

The Headteacher is responsible for making clear to whom such authorisation has/has not been made, the circumstances and setting that reasonable force may be used and for what duration this authorisation lasts.

A list will be maintained by the Headteacher of staff authorised to exercise reasonable force and their training record. This list will be reviewed at the beginning of each academic year. (See appendix 4 for current list).

DEALING WITH CHALLENGING BEHAVIOUR

Staff, in following the School's Behaviour Policy, will use positive strategies to encourage acceptable behaviour and good order. Staff will speak assertively, but respectfully when dealing with challenging behaviours *whatever the circumstance*.

Every possible effort will be made to resolve the conflict positively and without harm to the child him/herself, other pupils, staff, property, the building or the environment. In circumstances where this does not work and intervention becomes necessary the following steps must be taken in each incident:

STEP 1:

Verbal acknowledgement of the unacceptable behaviour with request for the pupil to refrain – this includes negotiation, care and concern.

STEP 2:

A further verbal reprimand stating clearly and calmly;

1. This is the second request for compliance.
2. An explanation of why the observed behaviour is unacceptable.
3. An explanation of what will happen if the unacceptable behaviour continues.

STEP 3:

A warning stating clearly and calmly of intention to intervene physically and that this intervention will cease when the pupil complies. *If possible, additional adult (Headteacher/Deputy Headteacher) help should be summoned at this point.*

STEP 4:

Physical intervention. Reasonable force will be used to the minimum degree of force needed to prevent the child harming themselves, others or property or to prevent the break down of order. This will take the form of authorised staff physically holding the child to draw them away from the potentially dangerous situation or in order to prevent harm.

ESCALATING SITUATIONS

Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:

- ❖ Engaging in behaviour prejudicial to maintaining good order and discipline at school or among any of its pupils, whether the behaviour occurs during a teaching session or elsewhere, including on authorised out of school activities.
- ❖ Self-injury or harm.
- ❖ Injury to others, including staff and pupils.
- ❖ Causing damage to property, including that belonging to the pupil.
- ❖ Committing a criminal offence, even if the child is below the age of criminal responsibility.

TYPES OF INCIDENTS

The incidents described in Circular 10/98 fall into three broad categories:

1. Where action is necessary in self-defence or because there is an immediate risk of injury.
2. Where there is a developing risk of injury, or significant damage to property.
3. Where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations, which fall within one of the first two categories, are:

1. A pupil attacks a member of staff.
2. Pupils are fighting.
3. A pupil is engaged in or on the verge of committing deliberate damage or vandalism to property.
4. A pupil is causing, or at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects.
5. A pupil is running on a corridor or on a stairway in a way which he or she might have/ or cause an accident likely to injure themselves or others.
6. A pupil absconds from class or tries to leave school. (NB this only applies if a pupil could be at risk if not kept in the classroom or the school building.)

Examples of situations that fall into the third category are:

1. A pupil persistently refuses to obey an order to leave the classroom.
2. A pupil is behaving in a way that is seriously disrupting the lesson.

ACCEPTABLE MEASURES OF PHYSICAL INTERVENTION

The use of any degree of force can only be deemed as reasonable if:

- ❖ It is warranted by the particular circumstances of the incident.
- ❖ It is delivered in accordance with the seriousness of the incident and the consequences, which the use of reasonable force is desired to prevent.
- ❖ The force used is the minimum required to achieve the desired results.
- ❖ The age, understanding and gender of the pupil are taken into account.
- ❖ It is likely to achieve the desired result and not escalate the situation.

Wherever possible assistance should be sought from another member of staff before intervening.

Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming him/herself, others, property or causing serious disruption to good order.

This form of physical intervention may involve staff:

- ❖ Physically interposing themselves between pupils.
- ❖ Blocking a pupil's path.
- ❖ Escorting a pupil.
- ❖ Shepherding a pupil away.

In extreme circumstances, trained staff may need to use more restrictive holds. (Details of the agreed holds are in appendix 3). Wherever reasonable force is used staff *must* keep talking to the pupil.

RECORDING

Where physical control or restraint has been used to manage pupil behaviour, a record of the incident must be kept. This record will be made on the form RF1 (see appendix 1) and kept in the incident File in the Headteacher's office. A copy will be kept also in the child's records file. Records will include the following information:

- ❖ Name of pupil.
- ❖ Date, time, place of incident.
- ❖ Names of any staff or pupils witnessing the incident.
- ❖ A brief description of the incident and how it developed.
- ❖ The outcome of the incident including any injuries sustained by any pupil or member of staff.
- ❖ Any damage to property which has resulted.
- ❖ How parents have been informed.
- ❖ After investigation, a summary of actions taken.

Such information should be entered as soon as possible after the incident and be signed by all persons involved, including the pupil (age permitting) and prior to the staff going off duty. Details of the incident will be cross-referenced in the Incident File and a photocopy retained by the Headteacher and by the members of staff involved.

A Health and Safety Accident/incident Form (HS1) will be completed and returned to the Authority.

Where staff have been involved in an incident involving the use of reasonable force they should have access to counselling and support. Within the school, this will be made available through the Headteacher. Staff may also contact the Directorate Stress line and/or the Council's Welfare and Counselling Section.

INCIDENT REVIEW

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented as above. A review of the incident will take place including antecedents and consequences. This will help to ensure staff are following correct procedures and will alert the Headteacher to the needs of any child whose behaviour can only be contained by the use of reasonable force. The enquiry will also address patterns of incidents and evaluate trends that may be emerging.

The Chair of Governors will be informed of incidents but other governors should not be involved as an incident may require further action.

DfEE Circulars 10/95 and 11/95 give guidance about procedures for dealing with allegations against staff and these will be followed should a situation occur.

The availability of this policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but will not eliminate them completely.

There may be follow-up investigations by either the Police or Social Services Directorate under Child Protection Procedures, in accordance with L.E.A. guidance on Child Protection arrangements.

Euxton Primrose Hill Primary School - INCIDENT REGISTER

Appendix 1

1. Names of persons involved	
2. Date of the incident	
3. Time of the incident	
4. State how the incident occurred.	
5. Give the names of any persons including children who saw, or were present at the time of the incident	
6. Was the person under the supervision of a teacher? If so, state the nature and extent of the supervision.	
7. Was the person acting under the instructions of a teacher at the time of the incident	
8. Was the person acting against the express orders of rules at the time of the incident?	
9. Have there been any previous accidents at the school which might have been due to the same cause?	
10. Action taken.	

Reported by _____ Date _____

Signed _____ (Headteacher)

TECHNIQUES IN THE USE OF REASONABLE FORCE

GOOD PRACTICE

TECHNIQUES should only be used where there is an ethos anticipating and defusing trouble whenever possible.

ACCOUNT is made of the person's age, gender and state of development.

RELIANCE is not made on threatening or of inflicting pain.

HOLDS do not rely on locks against joints.

SEATED POSITIONS are used. Children are not routinely taken to the floor.

MOVEMENT is minimised, particularly at the risk of losing one's balance.

TALKING in a calm, controlled manner is vital at all stages.

APPROACHES whenever possible should be made from the side and not face-to-face.

PHASING should be used to allow the hold to be phased up or down as the pupil regains control.

BREAKAWAY is an option at anytime enabling staff not to be tempted at any time to escalate the hold using desperate or inappropriate techniques.

PROFESSIONAL JUDGEMENTS will have to be made as to whether or not to use reasonable force.

POST INCIDENT FOLLOW UP is vital. Staff must report what has happened, go over it with a senior member of staff and take steps to rebuild their relationship with the child.

T.E.A.M. T.E.A.C.H.

LIST OF APPROPRIATE HOLDS

FRIENDLY HOLD	Single hold to escort or direct away.
SINGLE HOLD	To hold or escort as required.
DOUBLE ELBOW	To hold or move more securely.
FIGURE OF FOUR HOLD	To hold
WRAP (for smaller child) in seated	To calm down or to move. Can be used: standing, in chairs, ground position.
SHIELD flailing arms	To separate fights or taking control of a child in crises with and unable to use alternative hold.

REMEMBER: KEEP TALKING TO THE CHILD CALMLY AND QUIETLY THROUGHOUT THE INCIDENT. Keep talking to the adult who has been summoned to assist you so that they are fully aware of what you are doing and intend to do. Work as a team to defuse the situation as quickly as possible with the minimum force necessary.

STAFF AUTHORISED TO USE REASONABLE FORCE

The following members of staff have all received training in the care and control of children and in the use of reasonable force following the T.E.A.M. T.E.A.C.H. approach.

NAME	DESIGNATION	DATE INITIALLY TRAINED	DATE OF RE-TRAIN
GARETH CAUNCE	HEADTEACHER	MARCH 2023	MARCH 2025
EMMA SWINBURN	DEPUTY HEADTEACHER	MAY 2022	MAY 2024
AMIE DOBBS	ASSISTANT HEADTEACHER	MARCH 2023	MARCH 2025
EMMA PARIS UNSWORTH	LEARNING MENTOR	MAY 2022	MAY 2024

Date: September 2023

Review: September 2025