

## SAMLESBURY CHURCH OF ENGLAND PRIMARY SCHOOL

### **POLICY: CARE AND CONTROL POLICY (INCORPORATING PHYSICAL RESTRAINT)**

'The use of Positive Handling to manage Physically challenging behaviour.'

#### **Introduction:**

The policy has been developed in response to Circular 10/98 "The Use of Force to Control or Restrain Pupils", issued following the enactment of Section 550A of the 1996 Education Act. It also takes cognisance of recent DfES and DOH letters of guidance.

This policy should be read in conjunction with other school policies relating to interaction between adults and pupils.

The 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 school's arrangements for care and control. Its contents are available to parents and pupils. A statement about the Schools Discipline and Behaviour policy is made to parents in the School prospectus. This statement includes information on the use of reasonable force to control or restrain pupils.

#### **Purpose of 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 in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. Samlesbury Primary School acknowledges that physical techniques are only part of a whole setting approach to behaviour management.

Every effort will be made to ensure that all staff in this school:

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
- (ii) are provided with appropriate training to deal with these difficult situations.

Implications of the policy:

The 1996 Education Act (Section 550 A) stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).
- self – injuring
- causing injury to others
- committing a criminal offence

Individual members of staff cannot be required to use physical restraint. However, as teaching and non-teaching staff work in 'loco parentis' and should always operate with an appropriate 'Duty of Care', they could be liable for a claim of negligence if they fail to follow the guidance within this policy.

The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk

#### **Definitions of Positive Handling:**

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in Samlesbury Primary School:

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause. (paragraph. 3.4 page 10 *DfES Guidance ref: LEA/0242/2002 – contact DfES SEN Schools Team*)

## 1. Physical Contact

Situations in which proper physical contact occurs between staff and pupils, e.g., in the care of pupils and in order to support their access to a broad and balanced curriculum.

## 2. Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant.

## 3. Physical Control/Restraint

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort. All such incidents must be recorded and be stored in an accessible way.

The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

### Underpinning values

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- be informed about the school's complaints procedure.

The school will ensure that pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school.

Authorised staff:

In this school/provision all teachers are authorised to use reasonable force within the context of Circular 10/98 – 'The Use of Reasonable Force to Control and Restrain Pupils'.

Only non-teaching staff specifically authorised by the Headteacher to have control or charge of pupils may use reasonable force to manage or control pupils.

Authorisation is not given to volunteers or parents.

The Headteacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Headteacher will ensure that those authorised are aware of, and understand, what the authorisation entails. Those whom the Headteacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed. (Questions for Governors to consider when adopting this policy: Potentially this may pose difficulties, how would such a decision be made and what would people do who had no training if in exercising a duty of care it is appropriate to restrain or intervene? Who will be liable for injuries to untrained staff? This is a health and safety issue.)

Staff from the LEA working within the school:

Support Services will have their own policies for Care and Control of pupils. When working within school it is the Headteacher's responsibility to ensure that colleagues from Support Services are aware of school policy and practice. It is important that all services policies are cross referenced within one agency or this may lead to potential difficulties re corporate accountability; to simply say they must have a policy and also be aware of policy may not be enough. Ultimately the head teacher in the school will be accountable for their actions while in the school. We would advocate a whole LEA approach where possible.

## Training:

No member of staff will be expected to undertake the use of reasonable force without appropriate training. (Questions for Governors: If it may be necessary to use force in an environment for protection of the child, other children or members of the team what are the back up systems? Again this may be a health and safety issue. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.)

Samlesbury Primary School acknowledges that physical techniques are only a part of a whole setting approach to behaviour management. The governors of the school are committed to working within the LEA's framework for accessing training in that: -

- It will review its Behaviour policy on at least a two-year cycle.
- Training will be delivered on a needs based approach and procedures are in place to monitor incidents. Following a behavioural audit and implementation of appropriate risk management procedures
- All training will include theory on the following:
  - PPI National perspective
  - Causes of challenging behaviour
  - Primary prevention strategies
  - Secondary prevention strategies
  - Positive behaviour management
  - De-escalation
  - Risk assessment
  - Behaviour support planning
  - De – brief
  - Effective review of policy following the training

5. Physical techniques are not treated in isolation and the school is committed to ensuring that as a result of incidents learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour.

In addition procedures will be put in place to ensure that appropriate support is provided for staff and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

All the techniques used take account of a young person's;

- age,
- gender,
- level of physical, emotional and intellectual development
- special needs
- social context

They should also provide a gradual, graded system of response.

Where appropriate Positive Handling Plans are written for individual children and where possible, these will be designed through multi agency collaboration e.g. when devising Pastoral Support Plans.

Risk Assessments need to be completed against each child when physical restraint may need to be used in the context of the identified target behaviour(s) and environments in which they occur. The assessment should identify the benefits and the risks associated with the strategies being proposed

Strategies for dealing with challenging behaviour:

As endorsed in the school's Behaviour Policy, staff utilise consistent positive strategies to encourage acceptable behaviour and good order.

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident and in association with Circular 10/98.

- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain; (this includes negotiation, care and concern)
- Further verbal reprimand stating:
  - That this is the second request for compliance;
  - an explanation of why observed behaviour is unacceptable;
  - an explanation of what will happen if the unacceptable behaviour continues.
- Warning of intention to intervene physically and that this will cease when the pupil complies, if possible summon assistance from another member of staff.
- Physical intervention. Reasonable force being used to prevent a child harming him or herself, others or property.

Types of Incident:

The incidents described in Circular10/98 fall into three broad categories: -

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- 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:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- 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;
- A pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

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

## Acceptable measures of physical intervention

Policies on restrictive physical interventions are expected to include reference to the following:

- Strategies for preventing the occurrence of behaviours which precipitate the use of a physical intervention
- Strategies for 'de-escalation' or 'diffusion' which can avert the need for a physical intervention
- Procedures for post incident support and de-briefing for staff, children, service users and their families
- The concept of reasonable force where 'reasonableness' is determined with reference to all the circumstances, including:
  - The seriousness of the incident:
  - The relative risks arising from using a physical intervention compared with using other strategies
  - The age, cultural background, gender, stature and medical history of the child or service user concerned
  - The application of gradually increasing or decreasing levels of force in response to the person's behaviour
  - The approach to risk assessment and risk management employed
  - The distinction between:
    - *seclusion* where an adult or child is forced to spend time alone against their will in a locked room or room which they can not leave SEE SECTION 3.13 OF RECENT GUIDANCE WHICH CLARIFIES THIS.
    - *time out* which involves restricting the service user's access to all positive reinforcements as part of the behavioural programme in a room or area which they may freely leave
    - *withdrawal* which involves removing the person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities
- The distinction between *planned* physical interventions (where incidents are foreseeable) in that they have occurred previously and a response planned following an appropriate risk assessment and the use of force in *emergency* situations (which cannot reasonably be anticipated)
- First aid procedures to be employed and those responsible for implementation in the event of an injury or physical distress arising as a result of a physical intervention
- Policies should clearly describe *unacceptable* practices that might expose service users or staff to foreseeable risk of injury or psychological distress, examples of this



might be? For example is it likely schools use mechanical restraint and if so what is acceptable.

(Paragraph 10.8 page 19 DfES Guidance. Ref: LEA/0242/2002)

Wherever possible assistance will be sought from another member of staff. Positive Handling at Samesbury Primary School is seen as a proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the behaviour management strategies used.

#### Recording:

Where physical control or restraint has been used a record of the incident will be kept. This record should be made in the school Serious Incident Book (located in HT office in locked drawer), statutory for all special school provision. This is a hard-backed book, with numbered pages, retained by the Head teacher.

Appropriate documentation will be completed as soon as possible after the incident, normally prior to staff going off duty and be signed by all staff involved and the Headteacher.

After the review of the incident, a copy of the details will be placed on the pupil's file.

A Health and Safety Accident/Incident Form will be completed and returned to the Authority in situations where injury has occurred to either members of staff or pupils. Where staff have been involved in an incident involving reasonable force they should have access to counselling and support.

#### Monitoring incidents:

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Head teacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs.

To support the head teacher & school and ensure objectivity the Link Adviser/BSS Consultant to the school will be involved with the monitoring process.

#### Action after an incident:

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

Review of Behaviour Programme

Child Protection Procedure (this may involve investigations by Police and/or Social Services)

Staff or Pupil Disciplinary Procedure

School Behaviour Policy

Exclusions Procedure in the case of violence or assault against a member of staff

The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

Complaints:

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the School's Complaints Policy. If necessary the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

Additional reference documents

Department for EDUCATION and SKILLS

July 2002 Reference LEA/0242/2002

Guidance on the use of restrictive physical interventions for staff working with Children who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders Reference

September 2003 Reference LEA/0264/2003

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties


# SAMLESBURY

Church of England School




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Policy Date	October 2016
Planned Review Cycle	Biennially
Prepared By	Jim Blakely (Headteacher) head@samlesbury.lancs.sch.uk
Date Approved	21 <sup>st</sup> November 2016

Signatures and Date

  
9/12/16

Headteacher

  
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Chair of Governors

