

# Care and Control Policy



# CARE AND CONTROL POLICY

## Contents

1. Introduction	page 3
2. Purpose of Policy	page 3
3. Understanding Values	page 3
4. Staff Responsibilities	page 3
5. Dealing with Challenging Behaviour	page 4
6. Escalating Situations	page 4
7. Types of Incidents	page 5
8. Screening and Searching	page 5
9. Acceptable Measures of Physical Intervention	page 6
10. Recording	page 6
11. Incident Review	page 7
12. Complaints Procedure	page 7
Appendix 1 – RF1 Form	page 9

# **POLICY ON CARE AND CONTROL**

## **1. INTRODUCTION**

This policy has been prepared for the support of all teaching and support staff who come into contact with pupils, and for volunteers, i.e. students, working within the School, to explain the School's arrangements for care and control.

This policy is available to parents and pupils.

This policy uses the guidance 'The Use of Reasonable Force', issued by the Department for Education.

The policy should be read in conjunction with other school policies relating to interaction between adults and pupils, including:

- Positive Behaviour Policy
- Safeguarding and Child Protection
- Anti-Bullying Policy
- Health and Safety Policy

## **2. PURPOSE OF THE POLICY**

This policy seeks to ensure that all staff within Sandylands School clearly understands their responsibilities in taking appropriate measures where reasonable force is required.

It is essential that staff are well-informed and appropriately trained and experienced to deal with these difficult situations and understand fully the rationale and implications of this policy document. The policy document should also be explained to parents and pupils and made available to parents on request.

**The need to use reasonable force will only be exercised in exceptional circumstances.**

## **3. UNDERPINNING VALUES**

Everyone attending or working in Sandylands 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
- Individual consideration of a child's pupil needs by staff responsible for their care
- 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 for all pupils and staff working in the school.
- be provided with high quality education for children in an environment where they are protected from harm.
- be informed about the School's complaints procedures.

## **4. SCHOOL STAFF RESPONSIBILITIES**

The school takes seriously its responsibilities to care for, protect and nurture pupils who attend the school. This means that the school will take any steps considered necessary in order to:

- Protect pupils from harm
- Provide a safe environment in which all children can develop to their potential
- Ensure that pupils understand the need for, and respond to clearly defined limits which govern behaviour in the school i.e.
  - Positive Behaviour Policy,
  - Respect Points System,
  - Leaders of Learning Attributes

- 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.
- To undertake any form of physical control places staff in a vulnerable situation. It can therefore only be justified according to those circumstances described in this policy.

**Staff therefore has a responsibility to implement ‘preventative and alternative’ strategies (as described in the Positive Behaviour Policy) wherever possible in order to prevent the need for physical intervention.**

## 5. DEALING WITH CHALLENGING BEHAVIOUR

- Positive Behaviour Management strategies and teaching techniques will be implemented to encourage and promote socially acceptable behaviour.
- Staff will speak assertively, but respectfully, to pupils when dealing with challenging behaviour, **whatever the circumstances**.
- De-escalation techniques will be used in an effort to reduce the need for physical intervention
- Staff will attend training on de-escalation e.g. ‘All Behaviour is Communication’
- Every possible effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment.
- Where intervention is appropriate, bearing in mind the later provisions of this policy, the following steps must be taken for each incident.

### PROCEDURES FOR DEALING WITH MAJOR BREACHES OF DISCIPLINE

**All staff must follow the procedures as outlined in the Positive Behaviour Policy.**

## 6. ESCALATING SITUATIONS

The guidance ‘Use of Reasonable Force’ stipulates that reasonable force may be used to:

- prevent pupils from hurting themselves or others,
- from damaging property,
- or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

**Schools may never use force as a punishment. This is unlawful.**

## **7. TYPES OF INCIDENTS.**

### **Physical Contact**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Where there may be use of reasonable force needed, these incidents are classified as below.

### **Incidents fall into 3 broad categories:**

1. Where action is necessary in self-defence or because there is imminent 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 INCIDENTS WHICH FALL WITHIN ONE OF THE FIRST TWO CATEGORIES:**

- A pupil attacks a member of staff, or another pupil.
- Pupils are fighting
- 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 class or tries to leave the school. (This applies particularly to the younger pupils within the school.)

### **EXAMPLES OF SITUATIONS WHICH FALL INTO THE THIRD CATEGORY ARE:**

- A pupil persistently refuses to follow a request to leave the classroom.
- A pupil is behaving in a way that is seriously disrupting a lesson.

## **8. SCREENING AND SEARCHING**

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items':

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

## 9. ACCEPTABLE MEASURES OF PHYSICAL INTERVENTION

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

- a. it is warranted by the particular circumstances of the incident.
- b. it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent.
- c. The force used is the minimum to achieve the desired result.
- d. The age, understanding and gender of pupil are taken into account.
- e. It is likely to achieve the desired result.

Assistance should be obtained from another member of staff before intervening. A member of the SLT must be called upon:

- Allison Hickson – Head teacher
- Penny Lupton – Deputy head, Phase 1 Lead
- Liz Wildon – Assistant Head – SENCO and Pastoral Lead
- Geraldine Dixon – Nursery Lead
- Jen McLaren – Assistant Head - EYFS Lead
- Gavin Goulds – Assistant Head - Lower Key Stage 2 Lead
- Angela Cokell – Assistant Head - Upper Key Stage 2 Lead

Physical intervention uses the minimum degree of force necessary to prevent a child harming himself or herself or others or property.

This form of physical intervention may involve staff:

- physically interposing between pupils
- blocking a pupil's path
- escorting a pupil
- shepherding a pupil away

**A pupil should only be RESTRAINED in EXCEPTIONAL CIRCUMSTANCES**, and if The Reef is unavailable, or the use of The Reef is considered an inappropriate intervention for a particular pupil.

Any such measures will be most effective by virtue of the overall ethos created within the school. The overall ethos of the school is central to reducing the number of incidents and to dealing with them effectively when they do arise.

## 10. RECORDING

Where physical restraint has been used, records of the incident will need to be kept. Specific details of the use of reasonable force will be recorded on a RF1 form (Appendix 1) as soon as possible after the incident, normally prior to staff going off duty and be signed by all staff involved and the Headteacher. Details will include:

- Name of pupil
- Date, time and place of incident
- Names of any staff or pupils who witnessed the incident
- How the incident developed
- Description of physical intervention used
- Attempts to calm the situation (Antecedents? Strategies? Consequences?)
- The outcome of the incident including any injuries sustained, by any pupil or member of staff

- Any damage to property which has resulted
- Whether/how parents have been informed
- And, after investigation, a summary of actions taken

Copies of the RF1 will be placed in a central file maintained by the Headteacher. A copy of the RF1 will also be kept in the pupils' individual files on CPOMS.

A Health and Safety Accident form (HS1) will be completed and returned to the authority where there has been injury.

In a serious incident in which physical restraint is not needed a Serious Incident Form (SI) will be completed and a copy be placed in a central file maintained by the Headteacher and a copy will be placed in the pupil's individual file.

A hard-backed INCIDENT BOOK can be found in the Headteacher's Office.

This should be completed and signed by the Headteacher upon receiving the RF1 following an incidence of physical restraint.

This includes:

- name of pupil
- date time and place of incident
- names of any staff who reported the incident
- a brief description of the incident

Parents are informed before or at the end of the day, of the nature of the incident, and may be asked to visit the school to discuss the issue further, i.e. discuss the consequences of this type of behaviour (See Positive Behaviour Policy).

For any incident, the head teacher must be informed as soon as is reasonable.

## **11. INCIDENT REVIEW**

An incident review / de-briefing session will take place to look at antecedents and consequences. This will help to ensure that 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 which may be emerging.

## **12. COMPLAINTS PROCEDURES**

When incidents of a serious nature occur in the school, complaints may be received by the Head teacher from a pupil, a member of staff and parents. The Head teacher must therefore be fully briefed on every occasion it is necessary to use physical restraint to control a pupil (see Complaints Procedure).

### **Staff Complaint**

If the Headteacher receives a complaint from a member of staff who has been assaulted by a pupil, then she will:

- Provide immediate support and help to the member of staff to deal with their reactions to the assault and to re-establish confidence.
- Report the incident to the Director of Education, the Head of Service, and the Chair of Management Committee.

- Ensure that the member of staff's union or professional association is represented at any meeting held to discuss the incident, if the member so wishes.

### **Parental Complaint**

If the Headteacher receives a complaint from a parent/guardian regarding alleged child abuse or any injuries sustained by a pupil during the course of the pupil being restrained, she will:

- Contact the LADO and Safeguarding team for advice
- Record the complaint in writing if the parent has not already done so, taking details of when, where, and at what time the alleged incident occurred, any injuries sustained etc.
- carry out a thorough investigation of the complaint by acquiring reports as specified
- Inform the parents of the outcome of the investigations in writing giving details of her decision and any further action which may be necessary whether it is of a disciplinary nature in relation to the child, or whether it is the referral of the matter for investigation under the Child Protection procedures within the School.

The parent has the right under the disciplinary procedures to appeal against any decision, and will be furnished with copies of relevant procedures by the school.

The Headteacher will notify the Chair of Governors at each stage, and keep detailed records of events following such a complaint.

**APPENDIX 1****RF1 Form**

**SANDYLANDS PRIMARY SCHOOL**  
**RESTRICTIVE PHYSICAL INTERVENTION – INCIDENT RECORD FORM**

*Please return this form to ALLISON HICKSON – HEAD TEACHER to be filed in the office, and a copy on the child's individual file on CPOMS.*

**Pupil Information**

<b>Name of Pupil:</b>	
<b>DOB:</b>	
<b>Date of Incident:</b>	
<b>Time of Incident:</b>	
<b>Location of Incident:</b>	
<b>SEN Need:</b>	<input type="checkbox"/> Cognition and Learning <input type="checkbox"/> Communication and Interaction <input type="checkbox"/> Physical or Sensory <input type="checkbox"/> Social, Emotional and Mental Health <input type="checkbox"/> Other: _____
<b>Vulnerability:</b>	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Reason for Intervention:</b>	<input type="checkbox"/> The child was a risk to themselves <input type="checkbox"/> The child was a risk to others <input type="checkbox"/> The child was damaging property <input type="checkbox"/> A search was conducted <input type="checkbox"/> Other: _____

**Staff Information**

<b>Name of Staff Reporting:</b>	
<b>Other Staff Involved (directly)</b>	
<b>Staff Witness (indirectly)</b>	
<b>Child Witness</b>	

**Incident Information**

How did the incident happen? Please include <ul style="list-style-type: none"> <li>• How did the situation begin?</li> <li>• How did the situation develop?</li> <li>• What attempts were used to de-escalate the situation including strategies?</li> <li>• Description of physical intervention used.</li> </ul>

--	--

<b>Injuries to pupils:</b>	
<b>Injuries to staff:</b>	
<b>Damage to property:</b>	

*If injuries to pupils or staff, a Health and Safety Accident form (HS1) will be completed and returned to the authority where there has been injury.*

**Parents/Carers**

<b>Parents/Carers:</b>	
<b>Informed by:</b>	
<b>When?</b>	
<b>What are their views and responses?</b>	

**Next Steps**

*To be completed by head teacher or member of SLT.*

<b>Meeting in School?</b>	<input type="checkbox"/> Yes When? _____ <input type="checkbox"/> No
<b>Agreed Actions:</b>	

Completed By:		Signed:		Date:	
Countersigned by:		Signed:		Date:	
Date Incident Log Completed: _____					