

# Baildon Glen Primary School

## ***CARE AND CONTROL POLICY*** ***(Incorporating Physical Restraint)***

<b>Date of issue</b>	<b>Review date</b>	<b>Date ratified by Governing Body</b>
October 2024	October 2025	5.12.24

## **'The use of Positive Handling to support the management of physically challenging behaviour.'**

The responsible person for the implementation of the policy is Miss Joanna Jackson. The policy will be reviewed annually by the Head teacher and the Governing Body with the next review date set as October 2025.

The policy has been developed in response to DfE guidance, 'Use of Reasonable Force - Advice for headteachers, staff and governing bodies' (July 2013). It also takes cognisance of DfES, DOH Guidance for Restrictive Physical Interventions, 'Guidance on the use of restrictive physical intervention for children who display Extreme Behaviour in association with Learning Disability and/or Autistic Spectrum Disorder' (July 2002) and DfE guidance "Reducing the Need for Restraint and Restrictive Intervention" (June 2019). Additionally, it follows the policies and guidance of Bradford Local Authority and will be drawn to the attention of the Local Safeguarding Children Board.

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

Individual school policies should always cross reference specific policies, which are related:

i.e: Risk Assessment, Child Protection and Health and Safety, Behaviour, Exclusion, Safeguarding etc.

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 School's Behaviour policy is made to parents in the Home School Agreement. This statement includes information on the use of physical intervention to control or restrain if a child's safety is at risk. By accepting the Home School Agreement, parents are acknowledging the school's power to use reasonable force in the circumstances described in this policy. Parental consent is not required to restrain a pupil.

### **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 practiced by staff. This ensures the well-being and safety of all pupils and staff at Baildon Glen Primary 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. Baildon Glen 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.

Baildon Glen Primary School makes a clear distinction in relation to the following: -

- 'Seclusion' is where an adult or child is forced to spend time alone against their will.
- 'Time out' which involves restricting a child's access to all positive reinforcements as part of the behavioural programme.
- '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.

**At Baildon Glen Primary School, pupils will not be secluded.**

## **Implications of the policy:**

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility what would be an offence for an older pupil)<sup>1</sup>;
- causing personal injury to, or damage to the property of, any person (including the pupil himself);
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise. (Section 93 of the *Education and Inspections Act 2006* makes it clear that force may be used to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also constitute a criminal offence.)

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 within a schools context exists, however for the purpose of this policy and the implementation of it at Baildon Glen Primary School;

‘Reasonable Force 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 at Baildon Glen Primary School ‘must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they might cause’. (DfES/DOH Guidance for Restrictive Physical Interventions, July 2002).

This policy does more than simply outline the use of physical intervention. It aims to provide a transparent overview of how we use physical contact to both care for and, where appropriate control our pupils. Working within philosophy of ‘Every Child Matters’ with a particular focus in relation to the strands of ‘staying safe’ and ‘enjoying and achieving’, our Care and Control policy describes the acceptable physical interaction between staff and pupils on a daily basis. Based on the principles of moving from least intrusive to more restrictive holding we have divided interaction into three definable areas.

## Physical Contact:

Situations in which physical interaction occurs between staff and pupils to either care for pupils who may be distressed or have severe and profound learning disabilities, or in subject areas such as physical education in order to promote inclusive learning opportunities and deliver the National Curriculum. In addition, staff will also use positive touch to comfort pupils and as part of the PSCE/social curriculum in order to teach them more appropriate ways of seeking attention

## 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 with little or no force. The important factor within these situations is that the child is physically compliant and “follows” the cue to be guided.

## Physical Control and Restraint/Restrictive Physical Intervention:

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<sup>1</sup> The age of criminal responsibility is currently 10 in England. For further information (and much else) provided by the National Youth Agency, see: <http://www.youthinformation.com> > Justice & Equality > Crime > Age of criminal responsibility.

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 are recorded and reported to parents and will be stored in an accessible way.

As indicated the level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint. If in doubt, then staff should always record the incident using the school's standard recording form.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

### **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 parents/carers and pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school. In turn parents/carers will have committed themselves through the 'Home School Agreement' to promote the good behaviour of their child and that efforts have been made by them to ensure that he/she understands and follows the school's Behaviour Policy.

### **Authorised staff:**

At Baildon Glen Primary School the power to use reasonable force applies to any member of staff, and any other person to whom the head has authorised to have control or charge of pupils. This can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as unpaid volunteers. The power may be used where the pupil (including a pupil from another school) is on the school premises or elsewhere in the lawful control or charge of the staff member (e.g.: a trip or visit.)

The Head of School 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. Where appropriate, children will have individual Positive Handling Plans which will outline the strategies to be used. The Head of School will ensure that those authorised are aware of and understand, what the authorisation entails. Those whom the Head of School has not authorised will be told what steps to take in the case of an incident where control or restraint is needed.

Support Services will have their own policies for Care and Control of pupils. When working within school, it is the Head of school's responsibility to ensure that colleagues from Support Services are aware of school policy and practice. The head of school will be accountable for their actions while in the school.

### **Principles.**

Physical techniques are not used in isolation and Baildon Glen Primary 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.

When restrictive interventions are used, we always take account of a young person's;

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

Where appropriate, Positive Handling Plans are written for individual pupils and where possible, these will be designed through collaboration with parents, pupils, any involved outside agencies and school staff.

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

Training in this area includes a comprehensive review of the agreed standard incident monitoring forms and any school-specific pupil level recording that is being used for planning and evaluating behaviour modification strategies.

Teachers or other staff whose job includes responsibility for pupils, cannot lawfully be prevented from using reasonable force. The absence of accredited training does not preclude a member of staff from using reasonable force when needed.

### **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 the following approaches should be taken according to the circumstances of the incident.

- Following the pupil's crisis plan to try to de-escalate the behaviour at the first sign of the child's dysregulation.
- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain; (this includes negotiation, care and concern.)
- Further verbal strategies stating:
  - that this is a repeated request for compliance;
  - an explanation of why observed behaviour is unacceptable;
  - an explanation of what will happen if the unacceptable behaviour continues.
- A reminder that physical intervention may well be used.

- Physical intervention. Reasonable force being used to prevent a child harming him or herself, others or property.

### **Types of Incident:**

Examples of situations that may call for judgments of this kind include:

- A pupil attacks a member of staff or another pupil;
- Pupils are fighting, causing risk of injury to themselves or others.
- A pupil is committing, or on the verge of committing, deliberate damage to property.
- A pupil is causing, or at risk of causing, injury or damage by accident, through rough play, or by misuse of dangerous material(s) object(s).
- A pupil absconds from a class or tried to leave school other than at an authorised time. Refusal of a pupil to remain in a particular place is not enough on its own to justify use of force. It would be justifiable where allowing a pupil to leave would:
  - Entail serious risks to the pupil's safety (taking account age and understanding), to the safety of other pupils or staff, or damage to property; or
  - Lead to a behaviour that prejudices good order and discipline, such as disrupting other classes.
- A pupil persistently refuses to follow an instruction to leave a classroom.
- A pupil is behaving in a way that seriously disrupts a lesson.
- A pupil is behaving in a way that seriously disrupts a school sporting event or school visit.

Wherever possible, assistance will be sought from another member of staff.

Positive Handling at Baildon Glen 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. Staff will complete a 'Restrictive Physical Intervention' form which needs to be uploaded to CPOMS as an electronic record of the incident which is attached to the pupil's file. (See Appendix 1). Appropriate documentation will be completed as soon as possible after the incident, normally prior to staff going home and be signed by all staff involved and the Head of School. The Head of School will keep a paper copy of the form.

All adults involved in and/or observing the incident are required to complete the Restrictive Physical Intervention form. The young person is also welcome to contribute their account in whatever way is appropriate.

The incident will be reported to each parent by telephone initially by a member of the senior leadership team or most senior member of staff on site. In this case "parent" has the meaning given by section 576 of the Education Act 1996, and so will include people having day-to-day care of the child and the local authority where the child is the subject of a care order. Section 576 also deems the local authority as a "parent" in the case of children who are looked after under section 20 of the Children Act 1989. If it is likely that reporting an incident to a parent will result in significant harm to the pupil, then the incident should be reported to the Local Authority.

A 'Violence to Staff Report Form' will be completed if the pupil has hit, bitten, kicked or otherwise physically harmed a member of staff. Again, a copy of this will be uploaded to CPOMS along with a record of the incident and will be attached to the pupil's file. Paper copies of the form will be given to the Head of School. See Appendix 2.

**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.**

**Action after an incident:**

Where staff have been involved in an incident involving reasonable force, they should have the opportunity for a brief period of rest and relaxation and in the case of more serious incidents, access to appropriate support.

The Head of School 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 the pupil's Personal Learning Plan/ Crisis Plan / Personal Risk Assessment/Positive Handling Plan.
- School Behaviour Policy.
- Exclusions Procedure.
- Child Protection Procedure.
- Staff or Pupil Disciplinary Procedure.

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.

**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 of School 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. A Register of False Accusations made against staff will be maintained as an additional safeguard for staff working in this difficult area.

To support the Head of School and school and ensure objectivity, the Executive Headteacher will be involved with the monitoring process. In addition, at Baildon Glen Primary School, Louise Stewart is the named Governor who supports this process by undertaking termly audits of incidents and feeding back findings to the Head of School and Governing Body.

**Date:** October 2024

**Approved by:** Governors

**Date of review:** October 2025

# Appendices

## Appendix 1



### Restrictive Physical Intervention Report

Seen by Head:		Date:		Log no:	
Name of Child:		Year Group:			
Date:		Time:			
Place:		Length of Restraint:			
Names of staff involved:					
Names of witnesses:					
<b>Reason for intervention (to prevent a pupil from doing or continuing to do...)</b>					
Committing a criminal offence		Damage to property			
Injury to themselves or others		Behaviour prejudicial to maintaining good order and discipline			
<b>Describe the lead up to the incident / behaviour</b>					
<b>De-escalation techniques used (please tick):</b>					
Verbal advice & support		Humour			
Distraction		Options			
Step away		Calm talking			
Time out offered		Time out directed			
Use of non-threatening body language		Change of face			
Other (please describe)					



Details of the incident:									
Form of physical control (please tick)									
One person techniques					Two person techniques				
Hand technique (Bites)					Single Elbow				
Thumb technique (Hair Pulling)					Single Elbow to knees/chair				
Drop elbow					Double Elbow				
Half shield (breaking up fights)					Figure of four				
Double Elbow					Beanbag to child				
Other (specify)					Drop floor				
					Other (specify)				
Injuries / damage caused									
Child checked by:					Injury suffered by child	Yes		No	
					Treatment required	Yes		No	
Referred to first aider	Yes		No		Specify				
Referred to GP		Hospital							
Parent / carer informed by	Phone		Letter						
Injury suffered by staff	Yes		No		Damage to property	Yes		No	
Specify					Specify				
Action Taken									
Follow up talk			Phone call to parent / guardian				Letter to parent / guardian		
Complete work missed			Referred to police				Exclusion		
Returned to class			Other sanction						
Child's view of incident and restraint:									
Staff signature:					Date:				
Lead signature:					Date:				

**Appendix 2**

<b>VIOLENCE TO STAFF REPORT FORM</b>																																			
Victim:	Date:	Day:	Time																																
NATURE OF ATTACK: (tick)		PERSON ASSAULTED: (tick)	ASSAILANT: (tick)																																
Physical attack (moderate)		Teacher	Pupil																																
Physical attack (severe)		Headteacher	Teacher																																
Verbal		Deputy / assistant head	Headteacher																																
Sexual		TA / Nursery Nurse	Deputy / assistant head																																
Racial		Administrator	TA / Nursery Nurse																																
Threat		Lunchtime supervisor	Administrator																																
Weapon used? Specify		Caretaker	Lunchtime supervisor																																
		Other (specify)	Caretaker																																
Parent																																			
Trespasser (grounds)																																			
Other (Specify)		Intruder																																	
		INFORMED:																																	
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">INCIDENT RELATER TO: (please tick)</th> <th style="width: 33%;">LOCATION:</th> <th style="width: 33%;">INFORMED:</th> </tr> </thead> <tbody> <tr> <td>Theft</td> <td>Drive / Car Park</td> <td>Police</td> </tr> <tr> <td>Burglary</td> <td>Classroom</td> <td>Name</td> </tr> <tr> <td>Arson</td> <td>Main Office</td> <td>Number</td> </tr> <tr> <td>Alcohol</td> <td>Staff Room</td> <td rowspan="2">Crime Number</td> </tr> <tr> <td>Drugs</td> <td>Main Hall</td> </tr> <tr> <td>Vandalism</td> <td>Playground</td> <td rowspan="2">Any previous incidents with assailant?</td> </tr> <tr> <td>Graffiti</td> <td>Headteacher's office</td> </tr> <tr> <td>Property Damage</td> <td>Kitchen</td> <td style="text-align: center;"><b>ABSENCE</b></td> </tr> <tr> <td>Team Teach Intervention</td> <td>Corridor</td> <td>Absence as a result?</td> </tr> <tr> <td>Special Needs</td> <td>Main Entrance</td> <td>Yes                      No</td> </tr> <tr> <td>Behavioural Problem</td> <td>Other (specify)</td> <td></td> </tr> </tbody> </table>		INCIDENT RELATER TO: (please tick)	LOCATION:	INFORMED:	Theft	Drive / Car Park	Police	Burglary	Classroom	Name	Arson	Main Office	Number	Alcohol	Staff Room	Crime Number	Drugs	Main Hall	Vandalism	Playground	Any previous incidents with assailant?	Graffiti	Headteacher's office	Property Damage	Kitchen	<b>ABSENCE</b>	Team Teach Intervention	Corridor	Absence as a result?	Special Needs	Main Entrance	Yes                      No	Behavioural Problem
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Special Needs	Main Entrance	Yes                      No																																	
Behavioural Problem	Other (specify)																																		
<b>OTHER DETAILS AND ACTION TAKEN</b>																																			
School RI Form Completed	Paramedic Contacted	Referral to Behaviour Support																																	
CPOMS Record	Play / Lunchtime Exclusion	Adult Ban																																	
Medical Treatment	Internal Exclusion (day /half	Parent Warning Letter																																	

	day)	
Victim Counselling	Fixed Term Exclusion	Meeting Arranged
External Support to Victim	Permanent Exclusion	Staff Training

**VICTIM DETAILS**

Name:

Statement:

**WITNESS DETAILS**

Name

Statement:

**ADDITIONAL INFORMATION**

Signed

Head of School Signature:

Date