

**St John the Evangelist
Catholic Primary School, Bradford**



CARE AND CONTROL POLICY
(incorporating Physical Restraint)

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Mission Statement

St. John's is a place where we meet Jesus. Everyone is enabled to fulfil their unique potential and together we celebrate being part of God's creation in all we think, say and do. In our school everyone is respected and cherished and differences are valued. Each member of our community is supported to truly reflect the person of Jesus

Aims

The policy has been developed in response to Use of Reasonable Force Advice for Headteachers, staff and governing bodies July 2013 / DfES/DOH, Guidance for Restrictive Physical Interventions, July 2002 and Circular10/98. Additionally, it follows the policies and guidance of Bradford Local Authority and will be drawn to the attention of the Local Safeguarding Children Board.

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/provision respond positively to the discipline and control practiced 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. We acknowledge 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.

Objectives

The Use of Reasonable Force Advice (July 2013) stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- placing him/herself at risk
- placing other pupils or staff at risk
- behaviour leading to damage to property or committing a criminal offence
- 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).

Individual members of staff cannot be required or directed 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', should the school's policy not be adhered to by individuals, it is not unforeseeable that claims of negligence could be levied against them.

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 in St John the Evangelist Catholic 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 St John the Evangelist Catholic 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 at St John the Evangelist Catholic Primary School. 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 the 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 PSHCE/social curriculum in order to teach them more appropriate ways of seeking attention. Where possible staff will always endeavour to use 'safe hugs' and the 'friendly hold'.

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 techniques implemented here will include 'turn, gather, guide' and the 'friendly or small child hold'. The important factor within these situations is the compliance of the child as a result of the intervention.

Physical Control and Restraint/Restrictive Physical Intervention:

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 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 staff are in doubt then the incident should be recorded on the schools standard recording form.

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 schools' Behaviour Policy

Authorised staff:

At St John the Evangelist Catholic Primary School all classroom staff are authorised to use reasonable force within the context of 'The Use of Reasonable Force Advice (July 2013)'.

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.

When working within school it is the Headteacher's responsibility to ensure that colleagues from Support Services are aware of school policy and practice. The head teacher in the school will be accountable for their actions while in the school.

Training

Training for all staff will be made available and is the responsibility of the Headteacher. No member of staff will be expected to undertake the use of reasonable force without appropriate training. Prior to any practical training theoretical aspects of effective behaviour management will have been delivered and arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going continued professional development for staff.

Physical techniques are not used in isolation and St John the Evangelist Catholic 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.

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 Individual Education Plans.

Risk Assessments are 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. Broad category risk assessments based on a 'traffic light system' of green for low risk, amber for increased risk and red for higher risk are accepted as they are easily understood by staff at all levels in the school.

Training will need to include 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.

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 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 statement of intent that physical intervention may well be used alongside a reminder that holding will cease when the child shows compliance. If possible summon assistance from other staff in class
- Physical intervention. Reasonable force being used to prevent a child harming him or herself, others or property.

Techniques used seek to avoid injury to the pupils, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as failure of professional technique, but as a regrettable and infrequent side effect of ensuring that the pupil remains safe.

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 follow an instruction to leave a situation of danger.
- A pupil is behaving in a way that is seriously disrupting a lesson

Acceptable measures of physical intervention:

- 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:

'Time out': which involves restricting the service user's access to all positive reinforcements as part of the behavioral programmed 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.

(Section 3.13 DfES/DOH, July 2002)

- 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. Some of your special schools will, helmets, side lying boards and four way belts are all mechanical restraints.

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

Positive Handling at St John the Evangelist Catholic 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 with the Headteacher as soon as possible after the incident.

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

The Head teacher 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 IEP/BSP/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 Headteacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force. (See Appendix 1)

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs. The Special Needs Governor should be made aware of serious incidents as part of the monitoring process.

The responsible person for the implementation of the policy is the Headteacher. The policy will be reviewed annually by the Head teacher and the Governing Body.

This policy has been approved and adopted by the Governing Body.

Signed on behalf of the Governing Body

A handwritten signature in black ink, appearing to be 'A. Handley', written over a horizontal line.

Date 19.03.19

APPENDIX 1

Positive handling report form

At St John's we believe that positive handling and reasonable force should only be used when absolutely necessary. With this in mind, this form has been created to ensure that all incidents of this type are recorded. The incident form will be upload to CPOMs.

Name of staff member:	
Name of pupil:	
Date:	
Time:	
Location:	
Name(s) of other staff member(s) supporting or who witnessed the incident:	
Informed parties (parents/carers, social workers, police etc.):	
Circumstances prior to the incident:	
Details of the incident:	

Details of any negative impact on other pupils:

Reason(s) for positive handling (please tick):

Danger to self

Danger to others

Significant damage to property CI

Details of the intervention:

De-escalation techniques used	tick	Positive handling techniques used	tick
Planned ignoring	<input type="checkbox"/>	Friendly hold	<input type="checkbox"/>
Reference to targets	<input type="checkbox"/>	Turn gather guide	<input type="checkbox"/>
Distraction	<input type="checkbox"/>	Single elbow escort	<input type="checkbox"/>
Redirection	<input type="checkbox"/>	Double elbow escort	<input type="checkbox"/>
Now and then	<input type="checkbox"/>	Figure of 4	<input type="checkbox"/>
Removal of other children	<input type="checkbox"/>	Wrap	<input type="checkbox"/>
	<input type="checkbox"/>	Wrap to sitting	<input type="checkbox"/>

Any additional action/sanctions taken:

Injuries:	Details of any injuries/damage
To child To other children To self To property	
Recommendation(s) to avoid future incidents:	
Headteacher signature:	Date:
Signature of staff member concerned:	Date: