



## Appendix E

### Care and Control Policy

#### Objectives

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 boundaries and support provided by staff. This protects 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, proportionate and necessary force may be required. At Delph Side Community Primary School, physical interventions are seen as only a small part of a holistic approach to meeting the many and varied needs of our pupils, including the need/right to be safe from harm (from themselves or others).

#### Guidance on the use of reasonable force

'MEMBERS OF STAFF HAVE THE POWER TO USE REASONABLE FORCE TO PREVENT PUPILS COMMITTING AN OFFENCE, INJURING THEMSELVES OR OTHERS, OR DAMAGING PROPERTY, AND TO MAINTAIN GOOD ORDER AND DISCIPLINE IN THE CLASSROOM.'

#### **BEHAVIOUR AND DISCIPLINE IN SCHOOLS ADVICE FOR HEADTEACHERS AND SCHOOL STAFF - JANUARY 2016**

#### Minimising the need to use force

At Delph Side Community Primary School, we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils who present with challenging behaviour will have an individual Behaviour Plan and possibly a Positive Handling Plan.

#### Our school staff will:

- Receive regular training, led by a Team Teach certified provider, to help them defuse and de-escalate behavioural situations
- Perform a dynamic risk assessment before applying physical supports.
- Endeavour to de-escalate behaviour before it becomes challenging, pre-empting challenges before they arise
- Always use non-physical strategies to de-escalate challenging behaviour, and will only use physical intervention as a last resort.
- Only apply recognised, agreed upon physical supports as per Team Teach training
- Only apply physical supports to safely and courteously support a child from one location in school to another
- Only apply physical supports for as long as absolutely necessary to ensure the child's safety, the well-being of others, to ensure good order, maintain school property or prevent the child from committing a criminal offence on school grounds.
- Always record, on a Positive Handling Form, which supports have been applied, for how long, de-escalation strategies used and the impacts they had. This will be monitored by a member of the Behaviour Team, or member of SLT.
- Always inform the parents of children in receipt of Positive Handling supports, either in person (where possible), or through telephone conversation.



## **De-escalation strategies used at Delph Side**

We will avoid and de-escalate challenging behaviour by:

- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for communication, choice and achievement;
- Exploring pupils' preferences relating to the way/s in which they are managed;
- Developing staff expertise through a programme of Continuous Professional Development;
- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff.
  
- Referring to proven strategies from a child's Positive Handling or Individual Behaviour Plan;
  
- Using our relationships to distract, comfort and reassure a child.

## **Types of Incident**

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- Self-harming
- Causing injury to others
- Causing the destruction of property, or behaving in such a way which may lead to the destruction of property
- Committing a criminal offense, or behaving in such a way which may lead to the committal of an offense.
- Engaging in behaviour which negates a positive and orderly environment on school grounds.

The incidents described in The Education and Inspections Act 2006 and The Use of Reasonable Force to Control and Restrain Pupils 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.

Where a pupil's 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:

- A calming activity should be offered/made available to the pupil, including the option to withdraw from the task/activity
- A clear positive statement should be given to tell the pupil what it is that you want them to do – ie give a positive instruction
- Positive reinforcement, praise and reward should be provided to the pupil for any attempt to calm down and/or behave appropriately, however small the effort
- Warning of intention to intervene physically and that this will cease when the pupil complies. If possible, request assistance.

### **Positive Handling Plans**

Positive Handling Plans, are a plan for the positive management of pupils' behaviour. They are based on a risk assessment and identify positive prevention strategies and how a pupil may need to be supported in a crisis. The focus of these plans is how to keep everyone safe whilst ultimately teaching/supporting a pupil to change their behaviour to a more positive alternative. A SMART target is included in the Behaviour Plan so that everyone is clear what the pupil is working towards and how we will know when they have achieved this.

### **Whistle Blowing**

Whilst the training in TEAM TEACH provided to all staff encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their duty of care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns, (short of immediate Child Protection concerns which should, of course, be passed to the DSP), should be raised with the Headteacher, Deputy Headteacher, or with the Chair of Governors in order to allow concerns to be addressed and practice improved.