

# Stanford Junior and Infant School



## CARE CONTROL AND RESTRAINT POLICY

*“Living Together,  
Learning Together”*

Adopted by Governors – May 2017  
Review due – May 2019

# **USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN CHILDREN**

- 1. OBJECTIVE**
- 2. PERSONS AUTHORISED TO USE REASONABLE FORCE**
- 3. SITUATIONS WHEN REASONABLE FORCE MIGHT BE APPROPRIATE**
- 4. REASONABLE FORCE**
- 5. PRACTICAL CONSIDERATIONS**
- 6. APPLICATION OF FORCE**
- 7. SEARCHES OF CHILDREN**
- 8. ISOLATION / SECLUSION**
- 9. RECORDING OF INCIDENTS & INFORMING PARENTS**
- 10. COMPLAINTS**
- 11. PHYSICAL CONTACT WITH PUPILS IN OTHER CIRCUMSTANCES**

## **1. OBJECTIVE**

To ensure force is used appropriately, and only when necessary, in relation to pupils at Stanford Junior and Infant School. This document should be read in conjunction with the school's Behaviour Policy and SEN Policy and account of their contents be recognised in the event control or restraint needs to be implemented.

## **2. PERSONS AUTHORISED TO USE REASONABLE FORCE**

All Teachers  
Early Years Practitioner  
Teaching Assistants  
Midday Supervisors  
Clerical and Administrative staff  
Caretaker

## **3. REASONABLE FORCE**

- Force should only be used if the circumstances of the particular incident warrant it, otherwise it may be deemed unlawful. Physical force cannot be justified to prevent a pupil from committing a trivial misdemeanour or in any situation that could be resolved without force;
- Any force used should be the minimum needed to achieve the desired result;
- Physical control of pupils should never be viewed as a form of punishment, and should never be carried out in anger or frustration, to humiliate or induce pain. The use of corporal punishment is specifically prohibited. Physical restraint should not be used to cause pain, injury or humiliation as this may be construed as corporal punishment.

## **4. SITUATIONS WHERE REASONABLE FORCE MIGHT BE APPROPRIATE**

- A pupil attacks a member of staff or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or about to engage in an act which will cause deliberate damage or vandalism to property;
- A pupil is causing, or at risk of causing injury or damage by accident, rough play or misuse of dangerous materials or objects;
- A pupil is running in the corridor in a way which he/she might have or cause an accident likely to injure him/her or others;
- A child attempts to, or leaves the school premises;

- A pupil persistently refuses to obey a request to leave a classroom or any school area;
- A pupil is behaving in a way that is seriously disrupting a lesson
- A child is at risk of harming themselves

## 5. PRACTICAL CONSIDERATIONS

- All staff should have been shown the safest way to administer a restrictive hold, through “**Team Teach**” training, for which a refresher course is administered at least annually;
- Before intervening, the child should wherever possible, be asked to stop in a calm, quiet voice, and be told what will happen if he/she does not. If the child has a behaviour plan the steps outlined within that document should be followed. The adult should continue attempting to communicate with the child throughout the incident, making it clear that physical contact or restraint will stop as soon as it ceases to be necessary;
- The member of staff should always be calm, and in control, and never act out of anger or frustration, or to punish the child;
- A member of staff should always summon help if he/she feels at risk of injury. He/she should continue to diffuse the situation until assistance arrives;

It is the responsibility of each member of staff to make an assessment ('informal risk assessment') of the particular circumstances. They will need to take the following into consideration:

- i. the potential risk to themselves
- ii. the potential risk to the pupil
- iii. the particular behaviour of the pupil
- iv. the emotional state of the pupil
- v. the pupil's perception of the situation
- vi. the pupil's personal history
- vii. the antecedents to the behaviour
- viii. any special needs plans (e.g. Personalised De-escalation Plan, pastoral support plan, 'My Plan') that the pupil may have
- ix. the health of the pupil
- x. their own health
- xi. their relationship with the pupil
- xii. their own skills and expertise
- xiii. the availability of other staff
- xiv. the likely consequences of non-intervention
- xv. the possible need to remove other pupils from harm if they are at risk

## 6. APPLICATION OF FORCE

This may take several forms:

- Physical interposing between pupils;
- Blocking a pupil's path;
- Holding;
- Pushing;
- Leading a pupil by the hand or arm;
- Shepherding a pupil away by placing a hand in the centre of the back;
- A more restrictive hold (in extreme circumstances only).

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force'. For example: *to prevent a pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.*

As soon as it is safe, restraint should gradually be released to allow the child to gain self-control.

**In any circumstances**, staff should **NOT** act in a way that might reasonably be expected to cause injury, for example by:

- Holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe;
- Slapping, punching or kicking a pupil;
- Twisting or forcing limbs against a joint;
- Tripping up a pupil;
- Holding or pulling a pupil by the hair or ear;
- Holding a pupil face down on the ground.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent. For this reason it is inadvisable for children to sit on a member of staff's knee in the school provision.

**N.B. In a non-urgent situation, force should only be used when other methods have failed.**

This consideration is particularly appropriate in situations where the aim is to maintain good order and discipline, and there is no direct risk to people or property. As the key issue is establishing good order, any action, which could exacerbate the situation, needs to be avoided. The possible consequences of intervening physically,

including the risk of increasing the disruption or actually provoking an attack, need to be carefully evaluated.

**PHYSICAL INTERVENTION SHOULD NEVER BE USED AS A SUBSTITUTE FOR GOOD BEHAVIOURAL MANAGEMENT. (Please see Behaviour Policy & SEN Policy)**

### Handling Situations / De-escalation Strategies

- Be critical of the behaviour, not the person.
- Attempt to give feedback to the young person on what it is they are doing. This can be effective in stopping them in their tracks. It is usually quite noticeable if the young person is attempting to manipulate or 'wind up' staff in order to enliven a quiet classroom. Do not fall for provocation. Asking why the young person needs to 'wind up' staff is usually quite constructive. However, it is important to stay calm in response to this type of misbehaviour. If not, this will often exacerbate the young person's behaviour.
- Distraction techniques can sometimes be effective, especially with young children. E.g. "I like your drawing, tell me about that." or "What is your sister's name I can't remember." Etc. etc.
- Strive to achieve co-operation rather than confrontation. In the first instance always consider trying to defuse the situation.
- Lower your voice. This helps to reduce the whole atmosphere.
- Hear them out. You might have heard the story lots of times but the child needs to have their version of it told in full.
- Keep talking - it can calm someone's anger.
- Reflect the anger, 'I can see you're angry and I would like you to tell me about it'.
- Back off, if appropriate. Yield space but keep talking in order to calm the situation. Body language can also assist (e.g. holding out your hands with palms towards the young person as if gesturing for them to sit down).
- Use the broken record. Keep repeating the same message, "If you calm down, I'll listen to you."

- Consider assigning a member of staff to work solely with a child who is displaying difficult behaviour, if this is possible. Remember the type of supervision is important. It should not be seen as for control only, as this may further provoke the child. Instead, the contact should be as constructive as possible.
- Don't talk down or patronise. Treat children with respect and as individuals.
- Always get things back to normal as quickly as possible. Do not resurrect past misbehaviour. Once done, it should be over and forgotten.

## 7. SEARCHES OF CHILDREN

Although great care and consideration will always be taken, the school doesn't need a child's consent to search them or their property (e.g. coats, bags, lockers) if they think the child has prohibited items, including:

- weapons, e.g. knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products, e.g. cigarettes
- pornographic images (of any kind, e.g. tabloid topless pictures and 'lads' mags' as well as extreme adult material, including on electronic devices)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

These things can be confiscated.

There should normally be 2 members of staff present during the search (unless in an emergency situation) - the person doing the search and the search witness. Searches should normally be done by someone the same sex as the child.

The search witness must also be the same sex as the child if possible. The child must not be asked to remove clothes, other than outer clothing like a coat.

If there's a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.

## **8. ISOLATION / SECLUSION**

Schools are permitted to use seclusion/isolation rooms as a sanction for behaviour which may cause harm or offence to others. Any use of isolation / seclusion that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. This might include:

- when a child is posing a significant risk of harm to either themselves or others around them
- it is not practical or possible to restrain the child safely in order to de-escalate the extreme behaviour
- it is not in the best interests of the child (either physically or emotionally) to restrain for a prolonged period
- it is part of a signed and documented personalised de-escalation plan which has prior consultation and agreement with parents

The school should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible, maintaining the health and safety of pupils at all times. To the extent that seclusion (where an adult or child is forced to spend time alone against their will) involves restricting a person's freedom of movement, it should also be considered a form of physical intervention.

It is a criminal offence to use physical force, or to threaten to use force unless the circumstances give rise to a 'lawful excuse' or justification for the use of force. Similarly, it is an offence to lock a child in a room without a court order (even if they are not aware that they are locked in) except in an emergency when for example the use of a locked room as a temporary measure while seeking assistance would provide legal justification. The use of double or high door handles in classrooms or locking outside doors, as a safety measure and/or security precaution when children are supervised by an adult would be considered a reasonable measure to prevent a significant risk of harm within a school's duty of care to its pupils. It may be appropriate to employ restrictive physical intervention to prevent a significant risk of harm, in such circumstances as outlined in section 4 of this document.

## **9. RECORDING OF INCIDENTS & INFORMING PARENTS**

An incident form should always be completed by the member of staff involved, on any occasion where force is used, as soon as possible after the event. All incidents should be reported to the Headteacher or member of the SLT. A copy of the incident will be saved in a secure filing cabinet or in a designated electronic location and parents will be informed of any recorded incidents, restraints or physical interventions as a matter of course.



## 10. COMPLAINTS

Involving parents when an incident occurs with their child, and a clear policy about physical contact with pupils, that staff adhere to, should help to avoid complaints from parents. It will not prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under internal disciplinary procedures following advice by Human Resources or by the Police and relevant Social Services department under child protection issues.

The possibility that a complaint might result in a disciplinary hearing, or a criminal prosecution, or in a civil action brought by a pupil or parent, cannot be ruled out. In those circumstances it would be for the disciplinary panel or the court to decide whether the use and degree of force was reasonable in the circumstances. It would also be likely to take account of the school's policy on restraint, whether that had been followed, and the need to prevent injury, damage, or disruption, in considering all the circumstances of the case.

## 11. PHYSICAL CONTACT WITH PUPILS IN OTHER CIRCUMSTANCES

There are occasions when physical contact with a pupil may be proper or necessary other than those covered by Section 550A of the 1996 Act. Some physical contact may be necessary to demonstrate exercise or techniques during PE lessons, sports coaching or if a member of staff has to give First Aid. Young children and children with special educational needs may need staff to provide physical prompts for help. Touching may also be appropriate where a pupil is in distress and needs comforting. Teachers will use their own professional judgement when they feel a pupil needs this kind of support.

There may be some children for whom touching is particularly unwelcome. For example, some pupils may be particularly sensitive to physical contact because of their cultural background or because they have been abused. It is important that all staff receive information on these children.

**Signed By**

**Chair of Governors:**

**Date:**

**Headteacher:**



**Date:**

## Stanford Junior & Infant School Serious Incident Record.

<b>Name of pupil:</b>				No
<b>Specific Location of incident:</b>				<b>Date</b>
<b>Full names of staff involved:</b>				
<b>Start time of serious incident;</b>	<b>Timespan of restraint</b>	<b>Any injuries <i>Complete relevant accident form</i></b>	<b>Medical Check</b>	<b>Reflection with Pupil completed</b>
	Mins-	Child - Other-	Offered- Accepted-	
<b>Nature Of risk</b>		<b>External agencies informed</b>	<b>Supporting Records completed <i>Please circle as required</i></b>	
Injury to person / self Damage to property Criminal offence Serious disruption Absconding Other-		Medical staff Parent./guardian Social worker Placing authority Police Other-	Bound book WT- Accident report Medical report RIDDOR	
<b>Factual account of serious incident including environmental factors and triggers if known</b>				
<p><b>Circle the precise nature of the risk</b></p> <p>Verbal abuse      Slap      Punch      Bite      Pinch      Kick      Hair grab      Neck grab</p> <p>Clothing grab      Body hold      Weapons      Missile      Spitting      Other:-</p> <p><b>Who was at risk?</b></p>				
<p><b>Controlling risk</b> Describe any changes you will now make to routines, personnel or the environment in to reduce risk of this happening</p> <p style="margin-top: 20px;">:</p>				

<b>DIVERSION. DISTRACTIONS AND DESCALATION ATTEMPTED</b>												
Verbal advice Clear directions Negotiation Limited choices	Distraction Reassurance Planned ignoring Help Hug	CALM talk/stance Withdrawal offered Withdrawal directed Change adult	Reminder consequence Humour Success reminder Guided away									
<b>PHYSICAL INTERVENTIONS APPLIED</b>												
Friendly Single elbow Figure of 4	Wrap Wrap to chairs Wrap to ground Seclusion / Isolation (with adult in room / out room)	Single elbow to chairs Single elbow to ground Other-										
<p><b>Person completing form-</b></p> <p>Request support from your line manager. Do you wish your union to be notified Yes / No Name union:-</p> <p>Please sign this form.....</p> <p><b>CLASS TEACHER-</b> Does this child already have a Risk Assessment Yes / No Is a PDP / 'My Plan' Doc / Behaviour Plan in place Yes / No</p> <p><b>Which of the following do you now intend to complete:</b></p> <table> <tr> <td>Cause for Concern form</td> <td>Referral to CP officer</td> <td>Personalised De-escalation Plan</td> </tr> <tr> <td>Risk Assessment</td> <td>Seek advice from Outside Agencies</td> <td>Refer to LM</td> </tr> <tr> <td>Phone call home</td> <td>Other</td> <td></td> </tr> </table>				Cause for Concern form	Referral to CP officer	Personalised De-escalation Plan	Risk Assessment	Seek advice from Outside Agencies	Refer to LM	Phone call home	Other	
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Phone call home	Other											

<p><b>Head Teacher SECTION-</b></p> <p>Is a risk assessment already in place Yes / No</p> <p>Is a risk assessment now necessary Yes / No</p> <p>Is there any further action required such as Health and safety Yes /NO</p> <p><b>Any particular follow up</b></p> <p>Signed..... Head Teacher</p>
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