



*Special, Valuable People*

## **Care and Control Policy** (incorporating physical intervention)

"The use of positive handling to manage physically challenging behaviour"

At SVP we value all members of our school community. We believe that they are all 'special, valuable people' who can make a positive contribution to the success of our school. At the core of success sits positive relationships. This policy is designed to reinforce the beliefs of our school, the values we promote and the quality of relationships that underpins all of our work. The values it promotes are fully inclusive and are not differentiated according to age, gender, religion, ethnicity, sexuality or ability.

This policy should be considered alongside the

- Behaviour and Relationships Policy
- Safeguarding Policy
- Child Protection Policy
- Allegation Management Policy
- Anti Bullying Policy
- SEND/ Inclusion Policy
- Staff Handbook

This policy is intended to demonstrate our commitment to protecting children and staff who find themselves in circumstances which may require the use of physical intervention.

This section of the policy has been developed in response to DfE non-statutory guidance, 'The Use of Reasonable Force'. July 2013. It also takes account of DfES, DOH Guidance for Restrictive Physical Interventions, 'Guidance on the use of restrictive intervention for children who display Extreme Behaviour in association with Learning Disability and/or Autistic Spectrum Disorder' (July 2002).

### ***Implications of this 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 child from doing, or continuing to do, any of the following:

- Committing any offence (or, for a child under the age of criminal responsibility what would be an offence for an older child)
- Causing personal injury to, or damage to the property of, any person (including the child himself);
- Prejudicing the maintenance of good order and discipline at the school or among any children 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.)

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### **Who may use physical control?**

All school staff members have a legal power to use reasonable force in the situations described above however members of staff should not put themselves at risk. An individual would not be seen as failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

- See Appendix 1 Protocols for lunchtime
- See Appendix 2 Protocols for supply staff

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 care 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 children, staff or property are at risk.**

### **Definitions of Positive Handling**

No legal definition of reasonable force within a school's context exists, however, for the purpose of this policy and the implementation of it in Stockbridge Village Primary School:

*'Reasonable Force uses the minimum degree of force necessary for the shortest period of time to prevent a child harming himself, herself, others or property'.*

The scale and nature of any physical intervention in Stockbridge Village Primary School "must be proportionate to both the individual to be controlled and the nature of the harm they may cause" (DFES/DOH Guidance for Restrictive Physical Interventions, July 2002)

Our Policy is based on the principle of moving from the least intrusive to more intrusive holding and divides interaction into three definable areas

### **Physical Contact**

Situations in which physical interaction occur between staff and children to either care for children 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 Early Years Foundation Stage/National Curriculum. In addition, staff will also use positive touch to comfort children and as part of the PSED/SEAL curriculum in order to teach them safeguarding behaviour and appropriate ways of seeking attention. Where possible staff will always endeavour to use "safe hugs", the



“friendly hold” and “helpful hugs”.

### **Massage in Schools Programme**

Learning Mentors are fully trained in Massage in Schools and have delivered this training to staff and introduced it to all classes. This works on the premise of “kind, purposeful touch” and only with the consent of the individual. This programme works alongside other safeguarding and behaviour support systems in school to encourage children to be aware of their own rights and responsibilities in connection with physical contact.

### **Physical Intervention/control**

This may be used to divert a child from destructive or disruptive action, for example guiding or leading a child by the arm or shoulder with little or no force. The techniques implemented here will include “turn, gather, guide” and the “small child hold”. The important factor within these situations is the compliance of the child. For example, staff are guided by the level of compliance or resistance of the child.

### **Restrictive Physical Intervention**

This will involve the use of reasonable force when there is an immediate risk to children, staff or property. It is important to note that the use of “reasonable force” *should be seen as a last resort (emphasis TINA – There Is No Alternative)*. All such incidents are to be recorded on an incident form and given to the leadership team for storage within a child's file.

The following techniques are accredited by Team Teach and *authorised for staff to use by the Headteacher*. Whenever possible the following techniques will be used:

- Positive Handling
- CALM (Communicate, Awareness and Assessment, Listen and Look) Body Language
- Be Aware of 6 Signs of Crisis
- De-escalation Skills
- Help Scripts (Appendix 4)
- Caring C

As indicated, the level of compliance from the child determines whether or not the interaction is an *intervention* or a *restrictive physical intervention* (staff need to be clear of the difference). If staff are in doubt then the incident should be recorded on an incident form. Leadership team will follow the recording of the incident up with individual members of staff where necessary.

When a physical intervention has taken place then all staff concerned should fill in a behaviour log (appendix 5) and a positive handling form, which should be given to the Headteacher or member of SLT for appropriate filing.

Where it is likely that a child may need physical intervention this should be risk assessed and planned for on a specific positive handling version of the behaviour support plan and a child friendly version shared with them (see Behaviour and Relationships Policy).

### **Authorised staff**



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At Stockbridge Village Primary School, all staff in charge of children are authorised to use reasonable force within the context of DfE non statutory guidance 'The Use of Reasonable Force' April 2012. Reference paragraph 2.

The school provides the opportunity for all staff to be trained and the Headteacher retains a list of all those trained staff. The list is reviewed on an annual basis (or more frequently if the context requires it).

Authorisation is not given to volunteers or parents/carers.

Supply staff and support services will not appear on the 'authorised persons list' unless they can offer valid certification in the Team Teach Approach and are familiar with the school's policy.

The Headteacher will be accountable for their actions whilst in the school.

All Behaviour Support Plans and Positive Handling Plans will be made available to all staff working directly with the children concerned.

Protocols and expectations around these plans will be made clear to supply/support staff.

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.

### **Training**

Training for all staff will be made available and is the responsibility of the Headteacher prior to any practical training theoretical aspects of effective behaviour management will have been delivered. Governors are also invited to attend the training sessions as observers.

### **Monitoring and Evaluating:**

- Stakeholder surveys will be held annually to evaluate the effectiveness of this policy
- Implementation of this policy will be monitored by the Headteacher and by the SLT
- Head Teacher reports to Governors, submitted termly will include behaviour and relationship updates and a log of serious behaviours and use of positive handling by staff

**Signed:**

**Dated: March 2018**

**To be reviewed: March 2019**

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## APPENDIX 1

### **Protocols for Lunch time**

A member of staff who is trained in TEAM TEACH always accompanies untrained lunchtime staff and as endorsed in the school's Behaviour and Relationships Policy, all staff will use consistent positive strategies to encourage acceptable behaviour and good order.

If an incident occurs that requires restraint, we expect unauthorised staff to:

- Call for additional support from school trained staff using either school walkie-talkie or a responsible child messenger
- Take responsibility for removing the rest of the children while trained staff deal with the child.
- Complete a school incident with restraint form after the event before leaving the school premises for the day.

## APPENDIX 2 **Protocols for Supply Staff and Support Services**


Supply staff and support services will use consistent positive strategies to encourage acceptable behaviour and good order as endorsed in the schools Behaviour and Relationships Policy and as stated within Individual Behaviour Plans and /or Positive Handling Plans. If an incident occurs that requires restraint, we expect supply staff/support services to:

- Call for additional support from school trained staff maybe using a responsible child messenger.
- Take responsibility for removing the rest of the children while trained staff deal with the child.
- Complete a school incident form after the event before leaving the school premises for the day.

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APPENDIX 3 Behaviour Support plan including potential positive handling section

 Stockbridge Village Primary School  
BEHAVIOUR SUPPORT PLAN  
(see Positive Handling)

Name -  
DOB -  
Class -  
Date of plan -  
Review date -

**ADDITIONAL INFORMATION:**  
(include medical information / what the child likes / is good at etc.)

Things that unsettle the child or lead him/her to display the behaviours we are concerned about. (Known triggers.)

DESCRIPTION OF CURRENT BEHAVIOURS

PREFERRED SUPPORTIVE STRATEGIES: (Underline/Describe strategies which are currently being used)

**POSITIVE HANDLING** (include potential holds and circumstances which they will be used in)

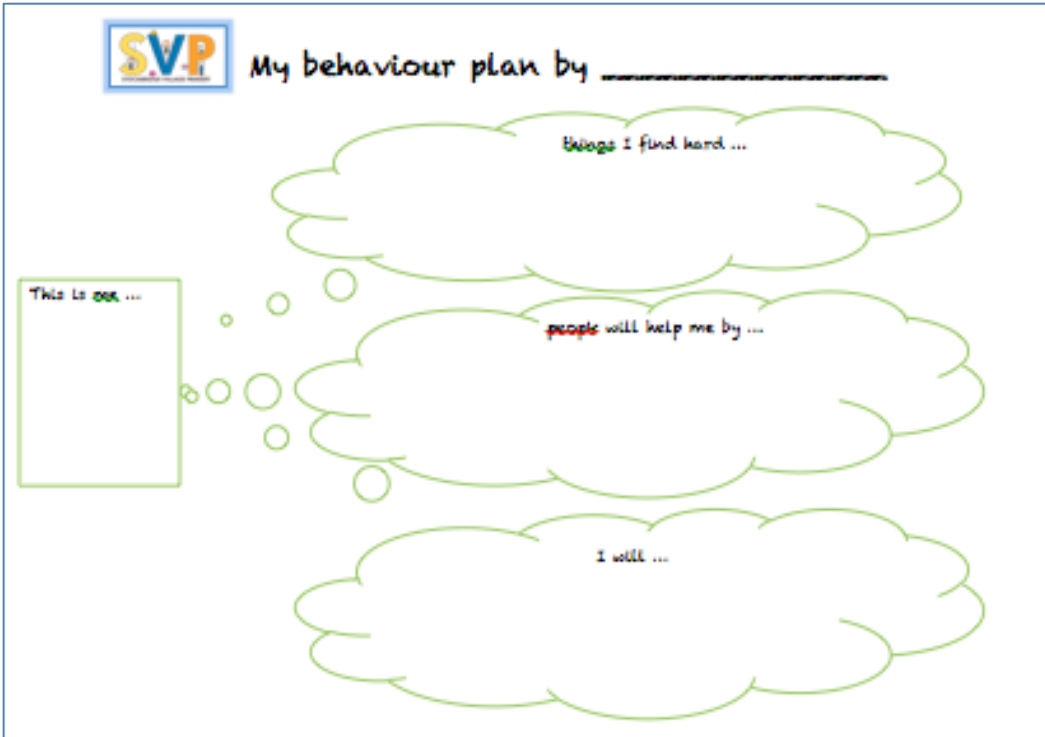
Risk Assessment completed - Y/ N

**RECORDING**

**EVALUATION / Ongoing observations.**

**SIGNATURES:**  
Head teacher/Deputy Head teacher /Senior Leader  
..... Date .....

Parent / Carer.....  
Date.....  
Young Person.....  
Class teacher ..... Date .....



**SVP** My behaviour plan by \_\_\_\_\_

Things I find hard ...

people will help me by ...

I will ...

This is OK ...

#### APPENDIX 4 *Help Scripts*

##### **Help Protocol**

“Hello Mr/Mrs (name of staff)”,

where appropriate the child should also be engaged by the use of their name.

“Would you like some help?”

The response from the member of staff should always be – “Yes please”.

“How can I help?” is the question that should then be posed allowing the member of staff originally involved in the incident to retain control of the situation.

“You can help by.....” enables effective support to be provided for all concerned.

If a situation arises where it is evident that support is required but it is refused the incoming member of staff will use the phrase

“I am available for more help”. The response should then be “what do you suggest”.

The member of staff then replies “I would like you to.....and I’ll catch up with you later”.

The final statement should always be followed up so as to ensure the professional relationship between colleagues remains untarnished.



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**HELP SCRIPT**

- engage the child by name
- put yourself in the picture
- state the obvious (describe)
- suggest something do able
- find a positive outcome

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APPENDIX 5 **Behaviour Log**



Behaviour Log

Children =	Date =
Time =	
Description of events =	
Actions taken so far =	
Concerns =	
Information shared with =	
Signed =	

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APPENDIX 6 Form to be completed following incident of physical intervention(attached)

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