



St Martin de Porres Catholic Primary School

Care and Control Policy October 2014

This policy is written in the light of our school mission statement:

“Working together in the light of the Lord”.

Introduction

This policy has been developed in response to new guidance issued which replaces DfE Circular 10/98: The use of force to control or restrain a pupil.

The policy should be read in conjunction with other school policies, e.g. behaviour, anti-bullying.

Principles

All staff and pupils at St Martin de Porres Catholic Primary School have a right to:

- Be treated with respect and dignity;
- Work and learn in a safe and healthy environment and be protected from harm;
- Receive adequate information, support and training.

All staff and pupils at St Martin de Porres Catholic Primary School should:

- Follow the school’s rules and policies.

Parents of pupils attending St Martin de Porres Catholic Primary School have a right to:

- Expect staff to undertake their duties and responsibilities in accordance with school policies;
- Be informed about the school rules, policies and expected conduct for all;
- Be informed of the school’s complaint procedure.

Using force to restrain or physically direct a pupil should be regarded as a last resort and should be an act of **care and control**.

The aim is to avoid the need for physical restraint by discussion and diversion.

Staff should have good grounds for believing that physical restraint is necessary. It is not used to force compliance when there is no immediate risk to people or property.

Here at St Martin de Porres Catholic Primary School we look to minimise the chances of incidents requiring physical restraint arising by:

- Creating a calm, orderly and supportive school climate that minimises the risk of violence of any kind.
- The implementation of the Social and Emotional Aspects of Learning (SEAL) which is an active approach to teaching pupils how to manage strong emotions.
- Managing individual incidents effectively by communicating calmly with pupils using non-threatening verbal and body language.
- Offering the pupil alternatives such as:

- a) Coming with a staff member to a quiet area away from bystanders so that staff can hear pupil's concerns.
- b) Being joined by a particular member of staff well known to the pupil.
- c) Being joined by a friend or family member.

Authorised Staff

Everyone has the right to use reasonable force to prevent an attack against themselves or others. However, only teachers (and staff specifically authorised by the Headteacher) can restrain pupils under other circumstances.

Any physical restraint must be consistent with the concept of reasonable force outlined below. All physical restraint when necessary must be carried out by staff trained in the LA approved restraint procedures. (T.E.A.M. – T.E.A.C.H.)

Incidents that may require the use of force

Section 93 of the Education and Inspections Act 2006 authorises the use of reasonable force to prevent a pupil:

- A. Committing a criminal offence, or what would have been a criminal offence if the pupil had been above the age of criminal responsibility (10 or older);
- B. Causing injury or damage to property; and

Examples of situations that fall within one of the above categories are:

- A pupil physically attacks a member of staff, or another pupil;
- Pupils are fighting;
- A pupil is committing, or on the verge of committing, deliberate and serious damage 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 in which he or she might have or cause an accident likely to injure him or herself or others; and
- A pupil absconds from a class or tries to leave school other than at the authorised time. (Age and understanding would be critical factors).

- C. Prejudicing the maintenance of good order and discipline at the school.

Examples of situations that fall into the third category are where a pupil:

- Refuses to obey an order to leave a classroom;
- Is behaving in a way that is seriously disrupting a lesson;
- Blocks a door to prevent others from leaving;
-

What constitutes reasonable force

The degree of force used should always be:

- In proportion to the consequences it is intended to prevent; and
- The minimum needed to achieve the desired result.
- Taking account of age/size and any medical needs.

The types of force used could include:

- Standing between pupils;
- Blocking a pupil's path;
- Leading a pupil by the hand or arm;
- Shepherding a pupil away by placing a hand in the centre of the back;
- Pushing;
- Pulling; and

In more extreme circumstances, using restrictive holds (as specified in TEAM TEACH) Staff should always try to have an additional adult present before any restraint is used.

The purposes of physical restraint are:

- To restrain the pupil until anger passes, self-control is regained and the situation diffused;
- To limit the harm that the pupil can do to self and others;
- To demonstrate to the pupil that he/she is within safe physical boundaries and that adults can contain his/her anger;
- Where possible the pupil should be advised in advance that physical restraint will be used unless he/she desists.

As soon as it is safe, physical restraint should be gradually relaxed to allow the pupil to regain self control. It is important to keep talking the pupil through your intended actions at this stage.

Incidents involving confrontation, especially physical restraint, cause anxiety and emotional trauma. Afterwards pupils and staff members will be offered time to discuss what happened and time to recover. Immediate action should be taken to access medical help for any injuries that go beyond basic first aid.

Parents/carers of a pupil involved in an incident will be informed as soon as possible.

Reporting and Recording incidents

All incidents causing injury or distress to a pupil or member of staff, requiring physical restraint or identifying a pattern of behaviour should be recorded as soon as possible on the schools incident form. Appendix 1

Training

Key staff and those with pupils with behavioural needs receive training on the LA approved 'handling' procedures.

T.E.A.M. – T.E.A.C.H.

Techniques that are Effective with Anger and aggression Management utilising Therapeutic Educational Awareness Communication Handling Strategies.

Consideration for pupils with special educational needs

Pupils with severe learning difficulties or autism may have limited understanding of the consequences of their challenging behaviour. Their behaviour may involve self harm as well as reactions that may jeopardise the physical safety of others. Caring control and restraint of these pupils will therefore include consideration of a wider range of factors than for most pupils.

Pupils who demonstrate severe challenging behaviour will have an IEP, a Positive Handling Plan agreed and signed by parents/carers and school staff which outlines how challenging behaviour will be managed including what methods of physical restraint will be used and when. A risk assessment will also be carried out.

Incident and Analysis Record

Name of Pupil:

Class:

Date:

Time:

Location:

Parents Informed: Yes/No

External Agencies Informed: Yes/No

Management Informed: Yes/No

First Aid Administered: Yes/No

Please tick nature of incident and describe events leading up to the incident including any de-escalation or other strategies used to minimise need for use of force.

	<u>Comments</u>
<input type="checkbox"/> Swearing/abusive language <input type="checkbox"/> Punching/throwing equipment/furniture <input type="checkbox"/> Kicking equipment/furniture <input type="checkbox"/> Head butting equipment /furniture <input type="checkbox"/> Repeating words (i.e. no, no, no) <input type="checkbox"/> Self-harming <input type="checkbox"/> Play fighting <input type="checkbox"/> Climbing walls/windowsills <input type="checkbox"/> Touching electrical equipment	
<input type="checkbox"/> Wind ups/put downs <input type="checkbox"/> Out of seat – threatening <input type="checkbox"/> Whispering <input type="checkbox"/> Interfering in teacher dealing <input type="checkbox"/> Leaving the classroom <input type="checkbox"/> Other <input type="checkbox"/>	

Additional Comments:

To include description of force used (type and duration). Subsequent actions including those relating to the welfare of the pupils and staff involved.

Signed:

Date:

Signatures:

	Name	Date
Prepared by:		
Witness:		
Witness:		
Team Leader/ Manager:		