

MANOR ROAD PRIMARY SCHOOL



# **CARE AND CONTROL OF PUPILS POLICY**

**January 2024**





**Manor Road Primary School**  
**Care and Control of Pupils Policy**

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## Manor Road Primary School

### CARE AND CONTROL OF PUPILS POLICY

#### INTRODUCTION

This policy has been prepared for the support of all teaching and support staff and for volunteers working within Manor Road Primary School to explain the school's arrangements for care and control. Its contents are available to parents and pupils. A copy of the School's Relationship & Behaviour Policy is published on the school website. This policy includes information on the use of 'reasonable force' to control or restrain pupils.

The policy should be read in conjunction with other school policies relating to interaction between adults and pupils

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

#### PURPOSE

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 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 some exceptional circumstances, staff may need to take action in situations where the use of 'reasonable force' may be required.

Every effort will be made to ensure that all staff in this school:

- clearly understand this policy and their responsibilities, in the context of their duty of care, to take appropriate measures where 'reasonable force' is necessary;
- are provided with appropriate training to deal with these difficult situations.

**However, individual members of staff cannot be required to use physical restraint.**

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 the 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

**Physical Contact:** Situations in which proper physical contact occurs between staff and pupils, eg. in the care of pupils with learning disabilities; in games/PE; to comfort pupils.

**Physical Intervention:** This may be used to divert a pupil from a destructive or disruptive action, eg. guiding or leading a pupil by the hand, arm or shoulder with little or no force.

**Physical Control / Restraint:** This will involve the use of 'reasonable force' when there is an immediate risk to pupils, staff or property. All such incidents must be recorded.

## **UNDERPINNING VALUES**

Everyone attending or working in our 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.

School will ensure that pupils understand the need for and respond to clearly defined limits which govern behaviour in the school.

Parents/carers have committed themselves through the Home-School Agreement to ensure the good behaviour of their child and that he/she understands and follows the school's Relationship & Behaviour Policy.

## **AUTHORISED STAFF**

In this school, all members of staff are authorised to use 'reasonable force'. Authorisation is not given to supply staff, students, volunteers or parents. 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, for example to contact an authorised member of 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, for example to contact an authorised member of staff.

The school will maintain a list of training which has been provided.

## **Staff from the Authority Working Within the School**

Support Services will have their own policies of care and control of pupils but service staff will, whilst on school premises, be expected to be aware of and operate within the policy of this School.

## **TRAINING**

Training for staff will be made available and will be the responsibility of the Headteacher. No member of staff will be expected to undertake the use of reasonable force without appropriate training. Prior to the provision of training, guidance will be given on the action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

## **STRATEGIES FOR DEALING WITH CHALLENGING BEHAVIOUR**

Staff consistently use 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, staff will follow the steps detailed in Appendix 1, 'Supporting Expectations – Adult Version' which is included in the school Relationship & Behaviour Policy.

Where unacceptable behaviour continues or escalates and provokes further intervention, staff will

- give the child a warning of intention to intervene physically and that this will cease when the child complies.
- if possible, summon assistance.
- use appropriate physical intervention. Reasonable force uses the minimum degree of force to prevent a child harming him or herself, others or property.

## **ESCALATING SITUATIONS**

The 2006 Education and Inspections Act (Section 93) stipulates that members of school staff may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—

- committing any offence,
- causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

## **TYPES OF INCIDENTS**

The incidents described in Circular 10/98 fall into three broad categories:

- where action is necessary in self-defense 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 developing a risk of injury, or significant damage to property;
- a pupil is causing, or at risk of causing, injury, 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 in 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.

## **ACCEPTABLE MEASURES OF PHYSICAL INTERVENTION**

The use of any degree of force can only be deemed reasonable if:

- it is warranted by the particular circumstances of the incident;
- it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent;
- it is carried out as the minimum to achieve the desired result;
- the age, understanding and gender of the pupil are taken into account;
- it is likely to achieve the desired result.

**Wherever possible assistance should be sought from another member of staff before intervening.**

**See Positive Handling Plan (Appendix 3)**

**Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.**

**This form of physical intervention may involve staff:**

- physically interposing themselves between pupils;
- blocking a pupil's path;
- escorting a pupil, leading a pupil by the hand or arm;

- ushering a pupil away by placing a hand in the centre of their back;
- shepherding a pupil away.

When members of staff use 'restraint' they physically prevent a pupil from continuing what they were doing after they have been told to stop.

In extreme circumstances, trained staff may need to use more restrictive holds.

Any such measures will be most effective in the context of the overall ethos of the School, the way in which staff exercise their responsibilities and the behaviour management strategies used. Wherever reasonable force is used, staff must keep talking to the pupil.

## **RECORDING AND REPORTING SIGNIFICANT INCIDENTS**

The Governing Body must ensure that a procedure is in place, and is followed by staff, for recording the details of the incident and reporting to parents/carers significant incidents where a member of staff has used force on a pupil. Incidents must be recorded and reported if they involve any of the following circumstances:

- an incident where unreasonable amount of force is used;
- an incident where substantial force is used e.g. pushing a child;
- use of a restraint technique;
- an incident where a child is very distressed;
- any physical control or restraint has been used.

Where physical intervention has been used to manage a pupil, a record of the incident may need to be kept. Where physical control or restraint has been used, a record of the incident will be kept.

Such incidents will be recorded on CPOMS\* as soon as possible after the incident and the information recorded will include:

- name of pupil;
- date, time and place of incident;
- a brief description of the incident and actions taken.

\* CPOMS (Child Protection On-line Management System) is a secure and confidential system and accessible only by appropriate members of staff.

In addition, specific details of the use of reasonable force will also be recorded on Form RF1 (Appendix 2) which will include:

- how the incident developed;
- attempts made to calm the situation;
- names of any staff or pupils who witnessed the incident;
- the outcome of the incident including any injuries sustained, by any pupil or member of staff;
- any damage to property which has resulted;
- whether / how parents have been informed;
- after investigation, a summary of the actions taken.

Parents/carers will be informed of the incident, when and where it took place, why it was decided that force had to be used, the strategies used to try and avoid having to use force, what force was used, whether there were any injuries and what follow-up action (support and/or disciplinary) was being taken in relation to their child.

The requirement is to notify each parent/carer (where parents do not reside together) and in the instance where the child is the subject of a Care Order School must inform Children's Social Care. Parents/carers should not be given a copy of the Incident Form.

Staff may find it helpful to seek advice from a senior colleague or representative of their professional association/union when compiling a report. They should also keep a copy of the report.

After the review of the incident, copies of Form RF1 will be placed in the School's Incident & Behaviour File.

Where staff have been involved in an incident involving reasonable force they should have access to counselling and support. Within the School, this will be made available through the Headteacher. The Headteacher may also complete an Individual Stress Risk Assessment with the member of staff.

## **ACTION AFTER AN INCIDENT**

The Headteacher 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 using the appropriate procedure, including:

- Safeguarding and Child Protection Procedures (this may involve investigations by Police and / or CSC)
- Staff Facing Allegations of Abuse Procedure
- Staff Disciplinary Procedure
- Relationship & Behaviour Policy
- Exclusions Procedure

The member of staff will be kept informed of any action taken and 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 / carers should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be dealt with under the School's Complaints' Procedure.

The Chair of Governors will be informed of complaints but other governors will not be involved as a complaint may require further action on their part.



## MONITORING OF INCIDENTS


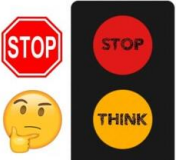


Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented.

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 can only be contained by the use of 'reasonable force'.

This process will also address patterns of incidents and evaluate trends which may be emerging.

<b>POLICY REVIEW DETAILS</b>		
Policy written by	Karen Marshall	Adapted from LCC template
Policy implemented	October 2018	
Policy reviewed	October 2022	Updated in line with advice from LCC
	January 2024	Updated to include new behaviour strategies detailed in Relationship & Behaviour Policy
Review schedule	As required	

**SUPPORTING EXPECTATIONS  
(Adult Version)**

<p>Reminder</p> 	<ul style="list-style-type: none"> <li>• Praise the positive behaviours you want to see</li> <li>• Reminder of expectation given (Ready, Respectful, Safe)</li> <li>• Adult makes them aware of their behaviour and explains they have a choice to do the right thing</li> <li>• The child may have several quiet reminders before moving to next stage</li> </ul>	<p>I noticed you chose to ..... (<b>noticed behaviour</b>) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice. Thank you for listening. <b>Example - 'I notice that you're running. You are breaking our school expectation of being safe. Please walk. Thank you for listening.'</b></p>
<p>Stop and think</p> 	<ul style="list-style-type: none"> <li>• Private, low key explanation of expectation (calm but firmer)</li> <li>• Adult offer appropriate support or problem solving</li> <li>• Challenge set to put right what has gone wrong and praise given with this</li> <li>• This step may include some regulation activities (brain break, walk and a drink etc)</li> <li>• Reminder of next step quietly if behaviour is not shown</li> </ul>	<p>I noticed you chose to ..... (<b>noticed behaviour</b>) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson at break time. If you choose to break the expectations again you will leave no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area/calm room etc) (learner's name), Do you remember when ..... (model of previous good behaviour)? That is the behaviour. I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation. <b>Example - 'I have noticed you are not ready to do your work. You are breaking the school expectation of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</b></p>
<p>Consequence and Repair</p> 	<ul style="list-style-type: none"> <li>• Child asked to spend time in a quiet area/self-regulation</li> <li>• A reminder that the child will be missing some of their break time to reflect on what happened</li> <li>• Repair / use restorative conversations to fix/ solve what has happened</li> <li>• Reminder of next step and parent contact</li> </ul>	<p>I noticed you chose to (<b>noticed behaviour</b>) You need to... (Go to quiet area / Go to sit with other class / Go to another table etc/outside with adult to work) You will now spend your break time reflecting on your choices.  Playground: You need to ... (Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc.) and spend your next break time/free time reflecting on your choices.  <b>Example - 'I have noticed you chose to use rude words. You are breaking the school expectation of being respectful. You have now chosen to go and sit in the quiet area and use your break time to reflect on your choices. I will come and speak to you in two minutes. Thank you for listening.'</b></p> <p><b>*DO NOT describe child's behaviour to other adults in front of the child*</b></p> <p>Restorative Conversations What happened? How did it make you feel? How can we fix this problem? Let's put things right</p>
<p>Formal Discussion</p> 	<ul style="list-style-type: none"> <li>• If the child finds it difficult to improve their behaviours and make appropriate choices, SLT will become involved</li> <li>• Contact parents on Dojo</li> <li>• The repair step may be revisited here and more serious consequences agreed</li> <li>• Where formal discussions are becoming frequent, the Graduated Response section of the policy will be followed(individual regulation plans)</li> </ul>	

**LANCASHIRE EDUCATION AND CULTURAL SERVICES DIRECTORATE  
POLICY ON CARE AND CONTROL OR PUPILS**

**NAME OF SCHOOL: CLAYTON-LE-WOODS MANOR ROAD PRIMARY SCHOOL**

**RECORD OF THE USE OF REASONABLE FORCE**

**Reference should be made to the school's Care and Control of Pupils Policy 'Recording and Reporting Significant Incidents' before completing this form. This form should normally be completed as soon as practically possible after the incident.**

Name of Pupil _____	Year Group / Class _____
Date and Time of Incident _____	Place _____
Reporting Staff _____	_____
Staff Witnesses _____	_____
Child Witnesses _____	_____

**1.RECORD OF INCIDENT**

**Reason why reasonable force was thought necessary:**

Was the child concerned liable to injury?	Yes / No
Were other children liable to injury?	Yes / No
Were staff liable to injury?	Yes / No
Was property about to be damaged?	Yes / No
Was good order prejudiced?	Yes / No

Other reasons: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**1.1 Concise details of how the incident began, nature of pupil behaviour, the use of techniques other than physical control to defuse the situation and measures taken to avoid harm to the pupil.**

**1.2 Description of physical intervention/control/restraint used, including the degree of force used, how that was applied, and for how long.**

**1.3 Record of any injuries to pupils/staff (a body map should be attached [LACPC Multi-Agency Policy, Guidance and Procedures]).**

**1.4 Record of any damage to property.**

**1.5 Measures taken to ensure that the pupil was calmed after the incident.**

**1.6 Signature** \_\_\_\_\_

**Time** \_\_\_\_\_ **Date** \_\_\_\_\_

**Report passed to** \_\_\_\_\_ **Designation** \_\_\_\_\_

**2. ACTION TAKEN BY HEADTEACHER / DEPUTY HEADTEACHER / SENIOR MANAGER**

2.1 Name \_\_\_\_\_ Designation \_\_\_\_\_

2.2 Incident recorded on CPOMS Yes / No

Seen by Headteacher Yes / No Head to initial action \_\_\_\_\_

Parents informed Yes / No

Incident discussed with pupil Yes / No

Time \_\_\_\_\_ Date \_\_\_\_\_

Other professional informed Yes / No

Name	Designation	Date Informed

2.3 Action Log (any other actions taken / follow up from other professionals etc.)

**Date**                                      **Summary of Actions / Reports**

### Positive Handling Plan

For assessing and managing foreseeable risks for children who are likely to need Restrictive Physical Intervention

**School:** MANOR ROAD PRIMARY SCHOOL

**Name of child:** \_\_\_\_\_

**Class group:** \_\_\_\_\_

**Name of teacher:** \_\_\_\_\_

**Name of parents/Carers:** \_\_\_\_\_

**Name of Support Service Member/s:** \_\_\_\_\_

<b>Identification of Risk</b>	
Describe the foreseeable risk (ie what specific behaviours have occurred)	
Is the risk potential or actual? (ie has this happened before)	
List who is affected by the risk	
<b>Assessment of Risk</b>	
In which situations does the risk occur?	
How likely it is that the risk will arise? (ie how often has it happened before?)	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

**Assessment completed by** \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Agreed Positive Handling Plan and School Risk Management Strategy

Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

**Agreed by:**

**Date:**

\_\_\_\_\_

(Parent/carer)

\_\_\_\_\_

(Child - if appropriate)

\_\_\_\_\_

(Headteacher)

\_\_\_\_\_

(Class teacher)

\_\_\_\_\_

(Support Service Member/s)

**Communication of Positive Handling Plan and School Risk Management Strategy**

Plans and strategies shared with:	Communication Method	Date Actioned

***Staff Training Issues***

Identified training needs	Training provided to meet needs	Date training completed



## Evaluation of Positive Handling Plan and School Risk Management Strategy

Measures set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

### ACTIONS FOR THE FUTURE

**Plans and strategies evaluated by:**

**Title:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*[Adapted from DfES document]*