



"Let Your Light Shine"

Frieth C.E.C. School

Use of Reasonable Force Policy (Control and Restraint)

Member of staff responsible: Headteacher

Governing body committee responsible: Premises

Reviewed: Three-year-cycle

Headteacher's signature: Martin Gosling

Chair of Governor's signature: Jill Dean

Review date: Spring 2023	signed: Martin Gosling	date: 1.3.23
Review date: Spring 2023	signed: Jill Dean	date: 1.3.23
Review date: Spring 2026	signed:	date:
Review date: Spring 2026	signed:	date:
Review date: Spring 2029	signed:	date:
Review date: Spring 2029	signed:	date:

Introduction

This guidance is based on, and should be read in conjunction with, the recommendations in the DCSF Document *The Use of Force to Control or Restrain Pupils* (April 2010) This document gives the up to date legal context for any school policies on the use of force and restraint.)

“Situations involving decisions about whether to use force can occur in any school. Both using force and deciding not to can entail significant risks for pupils and staff. Establishing a clear school policy on the use of force by staff is an important part of minimising these risks.”

1) Objectives and Principles:

The Headteacher and Governors have a responsibility to maintain the safety of pupils and staff. There is a responsibility to prevent serious breaches of school discipline and to prevent serious damage to property. This policy should be communicated to all staff, pupils and parents.

As all members of school staff are authorised by law to use force the school does not have a no-contact policy. We are, however, committed to the principle that force and restraint should only be used in a reasonable way and when all other means of resolving issues are deemed to be inappropriate.

We recognise that force in schools is generally used for two different purposes:

- a) To control: control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back)
- b) To Restrain: When members of staff use “restraint” they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

2) Minimising the Use of Force:

At Frieth C.E.C. School we aim to create a calm and orderly environment that minimises the risk of incidents arising that might require the use of force. This is done in a number of ways:

- Using resources including *Social and Emotional Aspects of Learning* to teach pupils how to manage conflicts and strong feelings
- Ensuring staff are aware of de-escalation techniques to manage conflict if it does arise
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force
- Having up to date and regularly reviewed risk assessments and positive handling plans for individual pupils

3) Staff Authorised to Use Force

- i. Permanent Authorisation:
Appendix B) of this document contains an up to date list of those staff who have authority and training to use force to control or restrain pupils. This list is reviewed each year and includes an up to date record of appropriate training.
- ii. Temporary Authorisation:
In some circumstances a) staff whose jobs do not normally involve supervising pupils This might include:

- School trips
- Off site learning activities
- After school activities

The names of these staff will be recorded in the risk assessment and plans for these activities and signed off by the Headteacher.

4) Deciding Whether to Use Force:

Staff should only use force when

- The potential consequences of not intervening are sufficiently serious to justify considering use of force
- The chances of having the desired result by other means are low
- The risks associated with not using force outweigh those of using force.

Some situations where reasonable force might be used are:

- To prevent a child from leaving the premises or putting themselves in harm's way
- To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils
- To prevent a pupil causing deliberate damage to property
- To prevent a pupil causing injury or damage by accident, by rough play, or by the misuse of dangerous materials or object
- To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so
- To prevent a pupil behaving in a way that seriously disrupts a lesson
- To prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visits

It is unlawful to use force as a punishment and staff should not do this under any circumstances.

Staff will be kept informed about, and advised how to deal with, pupils who present particular risks to themselves. These pupils should have an individual risk assessment and individual behaviour plan that determines the likely triggers for undesirable behaviour and the effective ways to manage such pupils. See Appendix C. It is likely, but not exclusive, that these pupils will be determined as having a BESD SEN.

If a pupil is suspected of having a weapon or any other dangerous object and is likely to resist a search, staff should alert the office staff and call the police to deal with the situation.

5) Using Force:

Any staff using force or restraint to control a pupil should only use the minimum force necessary to achieve the desired result.

It is our policy that:

- In any situation a child is given an oral warning that force may have to be used if the situation or behaviour being dealt with persists. This should be done clearly and calmly in language the child can understand.
- Staff should, wherever possible, not use force unless or until another responsible adult is present to support, observe and call for assistance.
- Any force used should aim to bring about a swift conclusion to a situation but also ensure there is minimal risk of any injury to the child. Staff should be aware that

any use of restraint does bring the risk of an injury to the child. Staff must ensure that any use of force that may constrict breathing is only used in extreme emergencies and where there is no viable alternative.

6) Staff Training

The Headteacher will ensure that all staff, as part of their induction to the school, are aware of their responsibilities in relation to the School Policy on the Use of Force.

At Frieth C.E.C. School we will ensure the following training is in place:

- At least one member of staff will have received training by expert accredited providers in physical intervention and restraint technique. It is, however, not assumed that the named trained members of staff should be solely responsible for dealing with all incidents where physical intervention or restraint is required.
- All staff are made aware of the policy on the use of force and restraint with a particular focus on when, where and how force and restraint may reasonably be used and the way such incidents should be recorded.

7) Recording Incidents:

Any use of force or restraint must be recorded on the attached form (Appendix A). This form must be completed as soon as practicable after the incident and handed to the Headteacher or the Assistant Headteacher in charge by the end of the working day on which the incident occurred.

8) Reporting Incidents

The school acknowledges it has a duty to report to parents if there has been a significant incident where a member of staff has used force or restraint on a pupil.

Once an incident is recorded and passed to the Headteacher or an Assistant Headteacher and she will make a decision about whether the incident is deemed as significant within 1 working day.

If the use of force or restraint is seen to have been significant it must be reported to parents by the Headteacher or an Assistant Headteacher. Ideally this will be by telephone and will occur as soon as possible after the incident. Families should be given access to a copy of this policy.

If there is any concern that reporting the incident could lead the child being put at risk of harm, the incident should be passed immediately to the designated teacher for Child Protection who should liaise with the Local Authority and/or Social Services.

9) Post Incident Support

If there is any injury to the child as a result of the use of restraint or force first aid and medical assistance should be sought immediately. Staff and pupils should be given appropriate emotional support.

Any member of staff who has been assaulted may decide to report the incident to the police or seek advice from their professional association

We will ensure that there is clear follow up and use of sanctions, in line with the behaviour policy, to the poor behaviour of the pupil concerned.

We will work to help the pupil and staff involved to rebuild a productive working relationship so, where appropriate, they may resume professional contact.

10) Complaints and Allegations

If a specific allegation is made against a member of staff the school will follow the guidance set out in *Safeguarding Children and Safer Recruitment in Education*.

Other complaints should be dealt with according to the school complaints procedure.

11) Monitoring and Review

The Headteacher will give an annual/termly report to the Curriculum committee of the Governing Body on the use of force and restraint.

This policy will be reviewed alongside the School Behaviour Policy in a cycle determined by the Governing Body.

12) Date of Approval and Adoption by the Governing Body: 1st March 2023

Appendix A: Incident Record Form

Appendix B: List of staff authorised to use force and the training they have received.

Appendix C: Example of Behaviour Plan and Risk Assessment

Appendix A: Incident Record Form

Details of pupil on whom force was used – name, class, and any SEN, disability or other vulnerability

--

Date, time and location of incident

--

Names of staff involved (directly or as witnesses)

--

Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons

--

Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used

--

Reason for using force and description of force used

--

Any injury suffered by staff or pupils and any first aid and/or medical attention required

--

Reasons for making a record of this incident

--

Follow up, including post-incident support and any disciplinary action against pupils

--

Any information about incident shared with staff not involved in it and external agencies

--

When and how those with parental responsibility were informed about the incident and any views they have expressed

--

Has any complaint been lodged (details should not be recorded here)?

--

Report compiled by

--

Name and role

--

Date

--

Report countersigned by

--

Name and role

--

Date

Please Note: The names of pupils should be removed before the completed form is sent to parents and the names of members of staff should only be included with their consent.

Appendix B: List of staff authorised to use force and the training they have received

Name	Status	Period of Authorisation	Training	Date of training
Mr Martin Gosling	Headteacher	Permanent	Team Teach	October 2022
Mrs Louise Goodchild	SENDco & Assistant Headteacher	Permanent	Team Teach	October 2022
Mrs Krisztina Tyzack	Assistant Headteacher	Permanent	Team Teach	October 2022
Philippa Armstrong	Learning Support Assistant	Permanent	Team Teach	October 2022
Rachel Palmer	Learning Support Assistant	Permanent	Team Teach	October 2022
Lucy Spencer	Learning Support Assistant	Permanent	Team Teach	October 2022
Sarah Bryan	Learning Support Assistant	Permanent	Team Teach	October 2022
Stacy Birmingham	Learning Support Assistant	Permanent	Team Teach	October 2022
Emma Spencer	Learning Support Assistant	Permanent	Team Teach	October 2022
Charlotte Crowther	Teacher	Permanent	Team Teach	October 2022
Catherine Holt	Teacher	Permanent	Team Teach	October 2022
Matthew Burn	Teacher	Permanent	Team Teach	October 2022
Lorna Sparks	Teacher	Permanent	Team Teach	October 2022

Appendix C: Example of Behaviour Plan and Risk Assessment

Individual Behaviour Management Plan Frieth C.E.C. School

NAME:

D.O.B.

DATE:

STAFF INVOLVED:

TRIGGER BEHAVIOURS:

TOPOGRAPHY OF BEHAVIOUR:

PREFERRED SUPPORTIVE STRATEGIES:

DETAILED ADVICE:

PREFERRED HANDLING STRATEGIES:

DEBRIEFING PROCESS:

SIGNATURES:

School:

Parent:

Review date:

Pupil Risk Assessment

Criteria to trigger detailed risk assessment:

Aggressive Behaviour

Any one of these criteria will trigger the need for the following individual risk assessment to be completed.

Name of Pupil		
Date of Risk Assessment		
Serious Incident Form Statistics		
Have other people been the victim of this pupil's behaviour	Adults (Name of involved)	Pupils (Name of involved)
Have any of these incidents been physical attacks or attempted physical attacks? (tick as appropriate)	Yes	No
Give illustrative frequency (i.e. amount of time span of school weeks)		
Number of incidents towards	Adults	Pupils
Description of incidents		
Number of occasions where a significant injury has occurred		
Is there a pattern (i.e. place /lesson incidents occur)		
What interventions and measures have already been tried and with what success?		

Following completion of the above a behaviour plan should be created to reduce risk/respond to occurrences.

This plan was created by:

Name

Signed

With contributions from:

Name

Signed

Risk Assessment Review Date: