

# **Stone Church of England Combined School**



## **Use of Reasonable Force Policy**

This policy was adopted on: Spring 2019

The policy is to be reviewed by: Spring 2020

## Aims

The school aims to encourage an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

*The school vision is:*

***'Love one another as I have loved you' (John 13: 34-35)  
helping each other to reach for the stars.***

The whole community aspire to fulfil this vision through our Christian values of community, perseverance, honesty, compassion, respect and responsibility each being a 'stepping stone' to success.

This policy outlines how reasonable force will be used and under which circumstances it may be used.

## Introduction

This policy 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 to stop a child from hurting themselves, from hurting others, damaging property or causing a disruption to teaching and learning.

### 2) Minimising the Use of Force:

At Stone CE Combined 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 A) 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 who have not received training and b) volunteers working with pupils will be authorised to be in control or charge of pupils, will have statutory power to use force. This might include:
  - In school
  - School trips
  - Off site learning activities
  - After school activities

When trained staff are not available other staff will have statutory power to use force. For pre-planned trips and special activities, the names of staff/volunteers will be recorded in the risk assessment. Wherever possible, trained staff will attend but this is not always possible. These activities and signed off by the Headteacher.

### 4) Deciding Whether to Use Force:

Staff should only used 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 pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils
- To prevent a pupil from hurting themselves
- 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 B. 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 Stone CE Combined 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. Staff at Stone School have been trained by Team Teach and/or General Services Training
- 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 in the bound and numbered book. This must be completed as soon as practicable after the incident and handed to the Headteacher/Deputy Headteacher 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 Deputy Headteacher the Headteacher and Deputy Headteacher 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 either the teacher, Deputy Headteacher or 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 to 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 School Improvement 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:**

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

Appendix B: Example of Behaviour Plan and Risk Assessment

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

Name	Status	Period of Authorisation	Training	Date of training
Tugce Benfield	TA	3 years	Team Teach Training	6/12/17
Lucy Meichener	TA	3 years	Team Teach Training	22/11/17
Sarah Hale	Inclusion Manager/Deputy Head teacher	3 years	Team Teach Training	6/12/17
Laura Sidor	Teacher	3 Year	Chiltern Way Academy: General Services Training: De-escalation and restraint training	17/9/2018
Abbey Bate	TA	3 Year	Chiltern Way Academy: General Services Training: De-escalation and restraint training	17/9/2018
Tracey Hargrave	Teacher	3 Year	Chiltern Way Academy: General Services Training: De-escalation and restraint training	17/9/2018
Christina Fell	KS1 Leader/Teacher	3 Year	Chiltern Way Academy: General Services Training: De-escalation and restraint training	17/9/2018
Katharine Andrews	Teacher	3 Year	Chiltern Way Academy: General Services Training: De-escalation and restraint training	17/9/2018
Laura Jenkins	Teacher	3 Year	Chiltern Way Academy: General Services Training: De-escalation and restraint training	17/9/2018
Hannah Berridge	TA	3 Year	Chiltern Way Academy: General Services Training: De-escalation and restraint training	17/9/2018
Lisa Lamb	Teacher	3 Year	Chiltern Way Academy: General Services Training: De-	17/9/2018

			escalation and restraint training	
Lizzie Kelly	TA	3 Year	Chiltern Way Academy: General Services Training: De-escalation and restraint training	17/9/2018
Chloe Hopper	KS2 Leader/ teacher	3 Year	Chiltern Way Academy: General Services Training: De-escalation and restraint training	17/9/2018
Debbie Morrison	Headteacher	3 Year	Chiltern Way Academy: General Services Training: De-escalation and restraint training	17/9/2018
Steph Strong	TA	3 Year	Chiltern Way Academy: General Services Training: De-escalation and restraint training	18/9/2018

## Appendix B: Example of Behaviour Plan and Risk Assessment

### Pupil Specific Risk Assessment

Name	
DOB	
Date of Assessment	

Hazard/Behaviour	Opinion	Conscious	Seriousness	Probability	Severity Risk
	Known	Subconscious Involuntary	Of Outcome A	Of Hazard B	Score A x B
	O/K	C/S/I	1/2/3/4	1/2/3/4	
Harm to Self					
Harm to Peers					
Harm to Staff					
Damage to property					
Harm from Disruption					
Criminal Offence					
Harm from Absconding					
Other Harm					
Other Harm					

<b>Seriousness</b>	
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<b>4</b>	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
<b>3</b>	Foreseeable outcome is hospitalisation, significant distress, extensive damage
<b>2</b>	Foreseeable outcome is harm requiring first aid, distress or minor damage
<b>1</b>	Foreseeable outcome is upset or disruption
<b>Probability</b>	
<b>4</b>	The Risk of Harm is persistent and constant
<b>3</b>	The 'Risk of Harm' is more likely than not to occur again
<b>2</b>	The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
<b>1</b>	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

*Risks which score 6 or more (probability x seriousness) should have strategies listed on next page*

**Behaviour Plan or Risk Management Plan**

Name KF	Class	Date	Review Date
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<p><b>Photo</b></p>	<p><b>Potential Triggers / Key Themes</b></p> <p><b>Instructions she does not want to follow</b></p> <p><b>Transitions</b></p> <p><b>Work deemed as challenging</b></p> <p><b>Falling out with friends</b></p> <p><b>Perceived lack of adult attention</b></p>
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<p><b>What we want to see</b></p> <p>Engaged in work and remaining in the classroom</p> <p>To communicate when starting to feel annoyed</p>	<p><b>Strategies to maintain</b></p> <p>Working close to an exit/Reminders of expectations</p> <p>Clear explanations of tasks to ensure understanding</p> <p>When X appears uncertain, give additional time to explain again</p>
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<p><b>First signs that things are not going well</b></p> <p>Shouting, distracting others, baby noises, stamps foot and crosses arms</p> <p>Change in body language</p>	<p><b>Strategies to support</b></p> <p>Reminders of targets, distraction</p> <p>Give clear choices</p>
<p><b>Where this behaviour leads next</b></p> <p>Physical harm to students and adults</p> <p>Shouting, destructive behaviour to school property</p> <p>Removal of peers/audience</p>	<p><b>Strategies needed</b></p> <p>Safe place to be identified as Time out room as close to classroom as possible</p> <p>Acknowledge her emotions and give clear choices with an exit if needed</p> <p>Adults to do a dynamic risk assessment and move quickly to next step</p>
<p><b>What we are trying to avoid</b></p> <p>Internal/fixed term exclusion</p> <p>Harm to self/peers/adults</p> <p>Disruption to her learning</p>	<p><b>Interventions necessary</b></p> <p>Removal of audience (class)- to the hall</p> <p>Removal to Time out</p> <p>Clear choice of going themselves or being escorted (Two person single elbow)</p>

Signature of School rep.....

Signature of Parent / Carer.....

Date .....