

## Care and Control of Students at D6A

### Rationale

At Dixons Sixth Form we firmly believe that, in most instances, staff should not use any form of physical restraint on students. However, we also recognise that some passive or supportive physical contact is an inevitability and that this, along with some rare instances of reasonable force, are necessary in ensuring the wellbeing and safety of both students and staff, as well as for maintaining the good order of the academy in general. In order to ensure that physical contact is appropriate and proportionate, and to maintain the dignity of all students and professionalism of all staff, we aim to use the guidance provided by the DfE, Dixons Academies Trust policies and our own staff training and support to provide clarity and consistency for all parties involved. In our DAT Care and Control Policy we have identified three levels of reasonable force that might be used:

### Passive Physical Contact

- 'light touch' contact either to care for or guide students who may be distressed, have an additional need or disability, or in PE / sports or other practical subjects.
- Does not constitute 'positive handling' and does not need to be recorded.
- Excessive use / abuse of this concept may constitute 'low level concern' under KCSIE22' definitions.
- Examples include a comforting hand on the shoulder, a guiding hand on the elbow, or 'hand over hand' support with writing.

### Active Physical Contact

- this may be used to divert a student from destructive or disruptive action and is defined by the compliance of the child i.e. once blocked, guided etc. they do not resist.
- If used regularly as part of a student's support a Positive Handling Plan should be in place.
- Incidents may escalate if the student is not compliant.
- If physical contact has been used to move or block a student, an Incident Form should be completed.
- Examples include blocking a student's path, stepping in between students who are fighting, or linking arms with a student to walk them away from a situation (escorting).

### Restrictive Physical Intervention (Control and Restraint)

- this will involve the use of reasonable force when there is an immediate risk to students, staff or property and its defining characteristic is non-compliance of the student.
- If being used regularly a Positive Handling Plan should be in place.
- Every incident should be recorded, reported and stored on **CPOMS**.
- Use of this level of reasonable force should always be a last resort.
- Any use of this level of reasonable force should be proportionate i.e. no more force than is needed and no longer amount of time than is needed.
- Although use of reasonable force may, at times, be necessary and legitimate, there will always be implications for the student(s), staff member(s) and witnesses involved, including impact on future relationships.
- Staff cannot, under any circumstances, use force as a form of punishment.

There is no legal definition of 'reasonable force' but the term is generally accepted to cover the broad range of actions used by most teachers in their career that involve a degree of physical contact with students. We define reasonable force as the force a reasonable professional would use in the same situation.

- **Force** is used to either control or restrain.
- **Control** = blocking, leading, or guiding a student.
- **Restrain** = to physically hold a student to prevent movement / action.
- 'Reasonable in the circumstances' means using no more force than is needed for no longer amount of time

### **Use of Reasonable Force**

Reasonable force can be used by the Site, Safeguarding, Progress and Wellbeing staff (and anyone else directed by the Principal at D6A that is any member of staff) in order to prevent a student from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility).
- Injuring themselves and others.
- Causing damage to property (including their own property).
- Engaging in behaviour prejudicial to maintaining good order and discipline at school or among any of its students, whether in the classroom or elsewhere.

### **When using reasonable force remember to:**

- Consider impact on future relationships, behaviour management, other students etc.
- Ensure that you keep yourself and others safe.

### **Search and Confiscation**

Staff have the power to conduct a non-intimate search (i.e. instructing a student to empty pockets, show locker etc.) or to search locker, coat etc. with the consent of the student. The Principal, and those authorised by them, have the power to search without consent if there is reason to believe there may be prohibited items:

- Knives, weapons.
- Alcohol, illegal drugs, tobacco etc.
- Stolen items.
- Fireworks.
- Pornographic images.
- Anything that has been used or is likely to be used to commit an offence, cause injury or damage.
- Any item banned by the school rules and specified in the behaviour policy.

### **Recording an Incident**

- ALL incidents of restrictive physical intervention (control / restraint) should be recorded.
- MOST incidents of active physical intervention should be recorded (speak to SLT about each incident).
- The incident Record Form is available as appendix 3 of the DAT Care and Control Policy.(also below)
- Completed forms should be uploaded to CPOMS.

*NB – it is advisable that staff speak to a DSL or someone else on SLT to ensure the wording used is in line with our policy and an accurate reflection of the incident*

## **Positive Handling Plans (PHP)**

- A Positive Handling Plan should be in place for any student who needs regular / routine positive handling OR any student for whom there has been multiple incidences of requiring impromptu positive handling (SLT discretion i.e. a PHP may be appropriate after one incident for some students)
- The focus should always be on prevention and minimisation, especially in relation to students developing independence and self help skills as they get older
- The PHP is available as appendix 2 of the DAT Care and Control Policy (and a guide version is available as appendix 1 of the policy, also below)
- PHPs should be reviewed following any incident as well as having regular planned reviews

## Appendix 1: Positive handling plan with guidance notes

Name: Enter name	Class: Enter class	Year: Enter year
Review date: Enter date	Written by: Enter name	
EHCP: <input type="checkbox"/>	EHCP Referral: <input type="checkbox"/>	SENK: <input type="checkbox"/>
Need type: Enter here		
<p>Need Type refers to the four broad areas of need listed in the SEN Code of Practice 0-25 (2015) and additional detail, such as specific diagnosis, can be included in the 'additional information' box below. If a child / young person is not on the SEN Register, N/A can be entered in the 'need type' field – for any child / young person not on the SEN Register but requiring a positive handling plan, referral to professional agencies such as Educational Psychology, Speech and Language Therapy, or Local Authority SEN Services, is strongly encouraged.</p>		

### Additional information:

It is crucial that any member of staff supporting a child / young person's positive handling plan is aware of any known diagnoses, medical needs, medication, historic trauma, home or community concerns, safeguarding concerns and also their hobbies and interests. Links should be made between the positive handling plan and any outcomes and provision contained within section F of an EHCP or EHCP referral, or any professional's reports and advice that is available.

### Prevention strategies:

Actions taken to prevent escalation and the need for physical intervention will always be preferable. This section could include how reasonable adjustments are made to the routines of the day, additional and different provision that is in place to support the young person, how positive relationships are developed and maximised, and how the child / young person's preferences and motivations are taken into account.

### Triggers:

List any known triggers, including general anxieties, and how these are being managed to support the child / young person – this should include work to develop coping / self-help strategies and build resilience as well as strategies to avoid difficult situations.

### Early indicators:

List any known early indications that the child / young person is ceasing to cope, becoming agitated or becoming distressed. For example, this could be comments made, changes in body language or behaviour, or the child / young person requesting to leave the room. This section should also include how these early indicators can be used to prevent escalation.

**Preferred positive handling strategies:**

Refer to the academy's own What To Do for Care and Control of students as specific techniques / holds will depend on the specific situation and needs of the child / young person, training and availability of staff, and preferences of all parties.

The specific strategies used will depend on the phase and context of the academy, the training staff have undertaken, the needs of the child / young person, and preferences of key stakeholders including parents / carers. Each academy will have an accompanying Care and Control What To Do document that makes the main policy specific to their own context. This should be used to inform this section.

Each positive handling plan should have an accompanying Risk Assessment.

**Passive physical contact**

This could include positioning of adults as a barrier e.g. to block dangerous areas, exits etc. or to guide the child / young person, a comforting hand on the shoulder to reassure, or using light touch contact on the child / young person's arm

**Active physical intervention**

This could include positioning of adults as a barrier when physical contact is made e.g. stepping between two children / young people who are in a physical altercation or linking arms / holding hands

**Restrictive physical intervention**

This could include the use of reasonable force due to risk to the child / young person, others (including staff) and / or property. It could be to remove an item from the child young person, to prevent them from doing something, or to move

or back to support them to move in the correct direction.

The key indicator is absence of, or only passive, physical contact.

and walking a student away from a situation (escorting).

The key indicator is the compliance of the child / young person.

them from A to B. Restrictive physical intervention is always a last resort and should utilise the least force for the least amount of time.

The key indicator is the non-compliance of the child / young person.

**Restorative / follow up:**

Plan for how the child / young person is going to be supported to recover from the incident, return to their regular timetable, and repair and rebuild relationships with others that were involved. This is also an opportunity to plan for how staff can ensure they learn from, and share the learning from, any incident to add to the prevention section of this document, including how provision for the child / young person may be introduced to support them to develop skills and strategies.

**Review:**

The proposed review date should be decided at the time of writing. Review should include discussion of how the positive handling plan has been used, successes and next steps, and the development of a new plan going forward.

**Signatures:**

Principal: Sign here.

Date: Enter date

Parent / carer: Sign here.

Date: Enter date

Staff authorised to use techniques: Sign here.

Others: Sign here.

Date: Enter date

Others: Sign here.

Date: Enter date

Others: Sign here.

Date: Enter date

## Appendix 2: Positive handling plan

Name: Enter name	Class: Enter class	Year: Enter year
Review date: Enter date	Written by: Enter name	
EHCP: <input type="checkbox"/>	EHCP Referral: <input type="checkbox"/>	SENK: <input type="checkbox"/>
Need type: Enter here		

### Additional information:

Click or tap here to enter text

### Prevention strategies:

Enter here

### Triggers:

Enter here

### Early indicators:

### Preferred positive handling strategies:

*Refer to the academy's own What To Do for Care and Control of students as specific techniques / holds will depend on the specific situation and needs of the child / young person, training and availability of staff, and preferences of all parties.*

Passive physical contact

Enter here

Active physical intervention

Enter here

Restrictive physical intervention

Enter here

### Restorative / follow up:

Enter here

**Review:** Enter here

**Review date:** Enter date

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**Date:** Enter date

Staff authorised to use techniques: Sign here.

Others: Sign here.

**Date:** Enter date

Others: Sign here.

**Date:** Enter date

Others: Sign here.

**Date:** Enter date



### Appendix 3: Incident record form for physical intervention

Name of child / young person: Enter name	Class: Enter class	Year: Enter year
Date of incident: Enter date	Time: Enter name	Location: Enter name
Name(s) of staff involved: Enter here		

**Please provide a detailed, objective account of what happened:**

Enter here

**Reason Summary (please select all that apply):**

<input type="checkbox"/> To keep the child / young person safe	<input type="checkbox"/> Preventative
<input type="checkbox"/> To keep other children safe	<input type="checkbox"/> Planned (e.g. through a Positive Handling Plan)
<input type="checkbox"/> To keep staff / other adults safe	<input type="checkbox"/> Responsive / reactive
<input type="checkbox"/> To remove a dangerous item	<input type="checkbox"/> De-escalation
<input type="checkbox"/> To prevent damage to property	<input type="checkbox"/> Confiscation
<input type="checkbox"/> Other (describe below)	

Enter other details here

**Positive Handling Strategies**

Passive physical contact	Active physical contact	Restrictive physical intervention
Enter here	Enter here	Enter here

**Were there any injuries sustained, damage to property, or verbal abuse relating to protected characteristics?**

Enter here

**Incident checklist:**

- All witness statements collected and attached
- Parents informed / parent meeting
- Positive Handling Plan considered / completed / updated
- Risk Assessment considered / completed / updated
- Restorative work planned
- All paperwork updated on CPOMS

Y/N Were any Positive Handling Plans or Risk Assessments already in place adhered to?  
*If not, why not? What action is being taken (complete below)*

Y/N Was all positive handling that took place proportionate to the situation i.e. least force for the least time?  
*If not, why not? What action is being taken (complete below)*

**Follow up actions from checklist:**

Enter here

**Form completed by:** Enter here

**Date:** Enter date

**Checked / witnessed by:** Enter date

**Date:** Enter date

