



*Journeying together with God*

## **Bramley St Peter's C of E (VA) Primary School**

### **CARE AND CONTROL POLICY**

*Ratified by the Governing Board on 22<sup>nd</sup> October 2025  
To be reviewed every 2 years.  
Review due September 2027*

## **Bramley St Peter's C of E Primary School - CARE & CONTROL POLICY**

### **Introduction**

The purpose of the policy is to clarify the situation for all teaching and support staff working with children and young people, to inform them what is acceptable in relation to the use of physical intervention to manage challenging behaviour, and to prevent any misunderstanding of their intentions. It is also intended to inform children, their parent(s), carer(s), families and other relevant stakeholders of the legal position in relation to physical intervention, and systems and procedures that we follow at Bramley St Peter's.

There is a common misconception that any physical contact with a child is in some way unlawful. This is NOT true.

*"It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary: holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school; when comforting a distressed pupil; when a pupil is being congratulated or praised; to demonstrate how to use a musical instrument; to demonstrate exercises or techniques during PE lessons or sports coaching; to give first aid."*

Page 8, Use of Reasonable Force – Advice for head teachers, staff and governing bodies – July 2013

At Bramley St Peter's, we are committed to creating a calm and safe environment that minimises the risk of incidents requiring physical intervention. Our approach prioritises de-escalation and preventative strategies, ensuring that physical intervention is only ever used as a last resort, in line with legal and safeguarding guidance.

This policy has been developed with reference to key guidance and legislation, including Section 93 of The Education and Inspections Act 2006, the Department for Education's guidance *Use of Reasonable Force* (2013), *Positive and Proactive Care: Reducing the Need for Restrictive Interventions* (Department of Health, 2014), *Keeping Children Safe in Education* (DfE, latest version), and *Behaviour in Schools: Advice for Headteachers and School Staff* (DfE, 2022). It should be read alongside the school's Behaviour Policy, Child Protection and Safeguarding Policy, and Health and Safety Policy.

At Bramley St Peter's, every effort is made to ensure that all staff fully understand this policy and their responsibilities under their Duty of Care, including when and how physical intervention may be necessary, proportionate and lawful. Staff are provided with accredited, evidence-based training in positive behaviour support and the safe use of physical intervention, delivered through recognised programmes such as Team Teach. This training is refreshed regularly to ensure staff can manage challenging behaviour safely, confidently, and effectively.

This policy clarifies expectations for all teaching and support staff working with children and young people. It is intended to inform staff, pupils, parents, carers, families, and relevant stakeholders of:

- The legal position on the use of physical intervention
- What is considered acceptable and necessary
- The systems and procedures we follow at Bramley St Peter's

<b>Language of Choice</b>	<b>Negotiation</b>	<b>Reassurance</b>
<b>Descriptor of Reality</b>	<b>Limited Choices</b>	<b>Tactical Ignoring</b>
<b>Take Up Time</b>	<b>Distraction</b>	<b>Time Away - (supervised break from a situation) Offered</b>
<b>Direction</b>	<b>Diversion</b>	<b>Time Away - (supervised break from a situation) Directed</b>
<b>Reminder of Consequences</b>	<b>Reminder of Success</b>	<b>Verbal Advice/Support</b>

### **Underpinning values**

Everyone attending or working in this school has a right to:

- receive 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.

The school is committed to ensuring that pupils are supported to understand, accept, and respond appropriately to the clear boundaries and expectations that guide behaviour in school.

### **Strategies for dealing with challenging behaviour**

#### **Prevention of challenging behaviour**

##### **Primary Prevention**

This is achieved by:-

- Exploring pupils' preferences relating to the way/s in which they are managed. For example, through discussions with pupils and/or completion of an Individual Provision Map (IPM).

- Development of Behaviour Support Plans (BSPs) and Behaviour Individual Pupil Risk Assessments (BIPRAs)
- The deployment of appropriate staffing numbers.
- The deployment of appropriately trained and competent staff, including the appointment of three full time Behaviour Mentors and a Social, Emotional, Mental Health (SEMH) teacher from September 2025.
- Avoiding situations and triggers known to provoke challenging behaviour.
- Creating opportunities for choice and achievement.
- Developing staff expertise through a programme of Professional Development.

## Secondary Prevention

Secondary prevention involves recognising of the early stages of a behavioural sequence that may lead to violence or aggression.

At this stage, a Behaviour Individual Pupil Risk Assessment will be set up to clarify the appropriate control measures in response to the child/young person's behaviour.

Where there is clear documented evidence that certain behaviour patterns escalate quickly towards violence, the use of restrictive physical intervention (RPI) at an earlier stage in the sequence may be justified, provided that:

- Primary prevention has not been effective, and
- The risks associated with **NOT** using an RPI are greater than the risks of using a RPI, and
- Other non-restrictive approaches have been attempted without success.

The school uses RE and PSHE curriculums to help pupils learn about feelings and managing conflict, where this is appropriate to their level of development. The school curriculum and ethos promote independence, choice and inclusion and provide pupils with opportunity for personal growth and emotional wellbeing.

As outlined in the school's Behaviour Policy, staff consistently use positive strategies to encourage acceptable behaviour and maintain good order. Every effort will be made to resolve conflicts positively, without harm to pupils or staff, property, buildings or the environment.

All staff are trained in the skills needed to defuse situations before behaviour becomes challenging, and to de-escalate incidents should they arise. Examples of these approaches can be found in the school's Behaviour Policy. Key staff also receive training in positive handling, such as Team Teach, which is refreshed every three years or sooner if required.

Reasonable force will only be used when the risks of not intervening outweigh the risks of acting.

## **The Legal Implications**

### **Duty of Care**

All staff working in the school have a Duty of Care towards the children and young people in their care. This means there may be situations where physical intervention is the only remaining option to ensure the safety of pupils, staff, or property.

Where staff have a Duty of Care, they have lawful justification for taking reasonable and proportionate physical steps to prevent injury to any person, or to prevent serious damage to property. Failing to act, where it results in foreseeable harm, could leave a staff member vulnerable to an allegation of neglect of their Duty of Care.

### **The Children's Act**

Staff will always act in line with the principles set out in the relevant legislation ensuring that the safety and wellbeing of children is paramount. In all situations, staff will follow the 'best interests' principle, acting honestly, in good faith, and with the primary aim of protecting and promoting the welfare of the child or children involved.

### **Section 93 of the Education and Inspections Act 2006**

Section 93 of the Education and Inspections Act 2006 grants staff the legal power to use reasonable force in certain circumstances to prevent a pupil from:

A member of the staff of a school may use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following.

- committing an offence;
- injuring themselves or others, or causing damage to property;
- compromising the good order or discipline of the school.

This policy allows for the physical restraint of pupils in disciplinary or dangerous situations. This must not include any form of corporal punishment and should be limited to the minimum force absolutely necessary for the minimum amount of time.

Examples of situations where the guidance could apply when a pupil:

- attacks a member of staff;
- attacks another pupil;
- is engaged in, or is on the verge of committing, deliberate damage or vandalism;
- is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects (for example, in the gym or on the sports field);
- persistently refuses to obey an order to leave a classroom;
- is seriously disrupting a lesson;
- at risk absconds from class or tries to leave the school.

### **Absconding from school or grounds**

Physical restraint may **only** be used on the school premises or during authorised off-site activities, and if it can be done safely. If a child leaves the premises without permission, staff will follow the procedures outlined in appendix 1:

It is the policy of the school that physical restraint is only to be used by an adult working within the school in exceptional circumstances. This policy is shared with staff, governors, parents, and pupils, and clear contingency procedures are established and understood by all relevant parties to ensure a consistent and safe response in such situations.

### **The Application of Force**

The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Staff need to be aware that they are responsible for:

- assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties and
- making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

As stated in our school Behaviour Policy, staff must justify their decisions in writing through the school recording and reporting procedures, logging all incidents on CPOMS. In addition, if a young person has been withdrawn to a space to allow them to calm, a record of withdrawal must be completed and scanned to CPOMS.

When circumstances justify, **AS A LAST RESORT**, staff may:-

- physically interpose between pupils;
- block a pupil's path;
- hold a pupil in a controlled manner;
- use escorting techniques in a controlled manner;
- in extreme circumstances, use more restrictive holds.

Staff's response to an incident should seek to employ a gradually increasing or decreasing level of force in response to the child/young person's behaviour. If possible, the use of restraint needs a second adult present to assist with and/or witness the incident. Staff must be aware of DFE recommendations as set out in the guidance document, and not hold pupils in such a way that they may be injured or prevented from breathing.

During any incident involving the use of force, staff are expected to continue to use all available verbal and non-verbal support and de-escalation strategies to defuse difficult situations.

### **Reasonable Force**

There is no legal definition of 'reasonable force'. It will always depend upon the circumstances of each individual case.

The degree of force employed must be in **proportion** to the circumstances of the incident and must be the minimum needed to achieve the desired result.

Whether the degree of force used is **reasonable** will also be determined by the child's age; gender; stature; medical history; level of physical, emotional and intellectual development; special needs; and social context.

**Therefore, any use of physical intervention must be necessary and proportionate in order for it to be reasonable.**

### **Definitions of Positive Handling**

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Behaviour Support Plans (BSPs) are a plan for the management of pupils' challenging behaviour. They are based on a risk assessment and identify prevention strategies and how a pupil may need to be supported in a crisis.

- Physical intervention - the use of any physical handling technique that has the child or young person's compliance. (e.g. prompting, shepherding)
- Restrictive physical intervention (RPI), Restraint – the application of force in order to overcome rigorous resistance, completely directing and controlling a person's free movement. (i.e. the child or young person is no longer compliant)

### **Behaviour Support Plans (BSPs) –**

Where behavioural records and/or risk assessment identifies a need for a planned approach, BSPs are written for individual children and where possible, these will be designed through multi-agency collaboration in conjunction with the child and their parent/carer. With parental consent, these plans may be shared with other agencies/services supporting the child to facilitate consistency of approach so far as is possible.

Where a BSP is required, a meeting will take place between the school, the child, their parent/carer and any other stakeholder/service where appropriate, to set out a written plan that will identify the key drivers and trigger points for a child's behaviour and a gradual and graded system of staff response which may include the application of gradually increasing or decreasing levels of force in response to the child/young person's behaviour. The purpose of a BSP is to provide all staff with the necessary information to deal with behaviour effectively and consistently, avoiding the need for any physical intervention. The plans do need to cover this however, in the event that all else has failed.

Any techniques used will take account of a young person's;

- age;
- gender;
- level of physical, emotional and intellectual development;
- special needs;
- social context.

### **Personal Safety**

There may be times when a member of staff may need to defend themselves from a physical assault or 'break away' from a child who has taken hold of them. It is acknowledged that with some disengagement techniques pupils may encounter some minimal discomfort when appropriate release techniques are used. However, this is very brief, transient and poses less of a risk than the behaviour they are employed in response to, e.g. biting.

All staff will be given input on key skills and principles regarding personal safety and self-defence, as part of their ongoing training.

### **Time away, Withdrawal and Seclusion**

**Time away:** This involves restricting a child's access to positive reinforcements, in a room or area which they may freely leave. It is a specific behaviour management technique and in addition to literally meaning time spent away from the class/group, can also refer to a withdrawal of attention and/or things they find rewarding (it could be as simple as turning away from a child who is attention seeking, or positioning a child away from the class/group). This withdrawal of attention could also be achieved by sending a pupil to another class/group or a quiet area within the classroom.

**Withdrawal:** This involves removing the child from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a child from the class/group to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. This "quiet time" could be time in the playground, a quiet room, or sitting in an office supervised by a member of the leadership team.

**Seclusion:** defined as placing a child, against their will, alone in a room or space they are unable to leave freely. This is not an approved or acceptable strategy at Bramley St Peter's. The use of seclusion in schools is considered to contravene a child's rights and safeguarding standards and may constitute a breach of the Human Rights Act 1998 and The Children Act 1989. As such, the school does not support or authorise the use of seclusion under any circumstances.

Where necessary to ensure the safety of the pupil or others, a child may be withdrawn to a quiet, supervised space to help them regulate and calm. However, the pupil must always be able to leave the space voluntarily when it is safe to do so and will be continuously supervised by a member of staff. Any use of withdrawal will be recorded on CPOMS, in line with the school's procedures for monitoring incidents of significant behaviour or risk.

### **Restrictive Physical Interventions and Risk Assessments (BIPRAs) –**

Both challenging behaviour and RPIs will involve a risk – to both staff and pupils. A Behaviour Individual Pupil Risk Assessment (BIPRA) aims to balance these risks. The aim of the BIPRA and of this policy is to reduce the risks associated with pupils' challenging behaviour as far as is reasonably practicable – the risks that are associated with the behaviour itself and the risk of managing that behaviour. The risks of employing an intervention should be lower than the risks of not doing so.

Pupils, whose challenging behaviour may pose a risk to staff or pupils, will be the subject of a Behaviour Individual Pupil Risk Assessment (BIPRA) and will have a Behaviour Support Plan drawn up because of this. These will be shared with all staff and parents/carers and uploaded to CPOMS under a behaviour log. The most recent versions of these documents can be accessed via Leeds for Learning.

All staff authorised to use physical intervention with pupils receive training in Team-Teach techniques and receive information about the risk to pupils of positional asphyxia. There are

very clear protocols delivered during training to minimise the possibility of this and to ensure that appropriate safeguards are implemented.

### **Responsibility of Staff**

The Children Act 1989, alongside Section 93 of the Education and Inspections Act 2006 authorises all staff at the school to use reasonable force to control or restrain pupils. The Headteacher will ensure that all staff are aware of, and understand, what the authorisation entails.

Where a pupil is recognised as likely to behave in ways which may require physical control, staff should initiate the production of BIPRAs. This plan will be drawn up in conjunction with the Behaviour lead and/or SENDCo and shared with all pertinent staff at the school. The plan will also be made available and discussed with the child, their parent(s), carer(s), families and other relevant stakeholders.

Pupils' BIPRAs and PBSPs are Safe Systems of Work under Health and Safety Regulations. As such it is imperative that these plans are followed and implemented by all members of staff.

Any force used must be appropriate in the sense that a "reasonable adult" should think it suitably addresses the tariff level of challenging behaviour. It should always be the last resort and in no circumstances be used in anger and/or to inflict pain.

Adults must avoid putting themselves into physical danger. If self-defence is necessary then the minimum force must be used.

Under the Health and Safety at Work Act 1974, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety. Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' PHPs have a duty to report these to the Headteacher immediately, as there may be an impact on their own safety and that of colleagues and/or pupils.

### **Jewellery and clothing -**

The use of reasonable force carries risk. As stated in DFE guidance: The Use of Reasonable Force (July 2013), '*...in extreme cases it may not always be possible to avoid injuring the pupil.*' (Page 4). In order to minimise the risk of a child or member of staff being bruised or scratched by a piece of jewellery in the event of a crisis needing physical intervention, staff working directly with children who have a PBSP in place that involves the potential for physical intervention, will where possible remove watches and other jewellery on their wrists (except for medical bracelets) and will be asked not to wear thumb rings. Engagement and wedding rings will not be required to be removed as these are unlikely to cause injury. Staff will not wear loop or dangling earrings whilst at work. Staff are advised to wear footwear with little or no heels, that are fastened onto the back of the foot and cover the toes.

### **Training**

Training on managing behaviour at some level will be available for **all** staff at Bramley St Peter's School. For most staff this is enhanced by Team-Teach training in the use of positive handling and it is the responsibility of the Headteacher to ensure this training is kept up to date. This will be maintained by a programme of Team-Teach training every three

years. No member of staff will be expected to use Team-Teach techniques without appropriate training. Arrangements for training will be made clear as part of the induction of staff and training will be provided as part of on-going staff development. Additional support from specialist teams can be sought if needed.

Bramley St Peter's is committed to using Team-Teach. Team-Teach Ltd is a training provider that is accredited through the British Institute of Learning Difficulties (BILD) and adheres to their Code of Practice on physical intervention.

## **Action and support after an incident**

### **De-brief (Learning from an incident)**

It is essential to 'debrief' as soon as possible after the incident (child/young person and staff member(s) involved), however all persons involved will require a period of time to allow heightened emotions to dissipate before engaging in this process. The time required will be dependent on the individuals involved and the nature of the incident.

Training has been given to all staff on debrief procedures and systems. At Bramley St Peter's we will endeavour to follow this procedure.

- ISOLATE – we will ensure the person is somewhere quiet and calm;
- EXPLORE – we will allow the person to tell us what has happened first;
- SHARE – we will then give our (or other's) perspective of a situation;
- CONNECT – through careful questioning, we will connect the behaviour to the drivers, i.e., we will seek to discover not just *what* happened, but *why* it happened;
- ALTERNATIVES – we will explore alternative ways that a situation could have been dealt with;
- PLAN – we will ensure that plans are put in place (or reviewed if a PHP or IPRA already exists) to help us deal with any future incidents;
- ENTER (RE) – we will consider the emotional wellbeing of the person and how best to re-engage them back to their normal working environment.

Following a period of reflection a short meeting will be called by the Headteacher to review and learn from the incident. Brief minutes will be taken and added to CPOMS under a behaviour log.

The Headteacher will ensure that each incident is reviewed and investigated further as required. In the event that the incident involves the Headteacher, the Deputy Head will lead the review. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of BIPRA and PBSP.
- Child Protection Procedure (this may involve investigations by Police and/or Social Care).
- Staff or Pupil Disciplinary Procedure.
- School Behaviour Policy.
- Exclusions Procedure in the case of violence or assault against a member of staff.

The member of staff will be kept informed of any action taken.

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.

## **Recording and Reporting of Incidents**

If a restrictive physical intervention is used on a pupil, the Headteacher or Deputy must be notified at once. The incident will then be recorded on CPOMS with the time, circumstances, witnesses, details of any injury sustained and the pupil's responses. This will be logged on CPOMS. The parent(s)/carer(s) of the child will be notified as soon as possible via a telephone call or face to face and be given the opportunity to discuss the incident. If required, information will be given to the parent(s)/carer(s) about SENDIASS, who can give impartial support and advice.

Appropriate documentation will be completed as soon as possible after the incident (within 24 hours), normally prior to staff going off duty.

## **Monitoring incidents**

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. 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 may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs.

## **Staff from the Local Authority working within the school**

Support Services will have their own policies for care and control of pupils. When working within school it is the Headteacher's responsibility to ensure that colleagues from any support service are aware of school policy and practice.

## **Involvement of children, parent(s)/carer(s), families and other relevant stakeholders**

As stated throughout this policy, children, their parent(s)/carer(s), families and other relevant stakeholders will be involved at every stage when planning and implementing care and control protocols at Bramley St Peter's.

They will be invited to take part in;

- the BIPRA and BSP processes.
- reviewing progress and the effectiveness of any plans put in place;
- any reviews or changes that need to be made to BIPRAs and/or BSPs.

Parent(s)/carer(s), families and other relevant stakeholders will be notified as soon as possible, where there has been need to use a RPI or withdrawal from class.

## **Complaints**

If a complaint or allegation is made that a member of staff has used unreasonable force, or where a child has been injured during a physical intervention, the Headteacher must consult the Local Authority Designated Officer (LADO) in accordance with the school's safeguarding procedures. In Leeds, this consultation is typically made via the school's HR adviser or directly through the LADO referral process.

The procedures for managing such allegations are set out in:

- Keeping Children Safe in Education (KCSIE) – updated annually
- Working Together to Safeguard Children (2018, updated regularly)
- The school's own Child Protection and Safeguarding Policy

These frameworks detail the process for allegations management and clarify the role of the LADO in safeguarding investigations. All incidents involving physical intervention must be carefully recorded, and parents/carers should be informed in line with school policy.

For other types of complaint relating to an incident, the normal procedures of the school will be used, and these will be made clear to all parent(s)/carer(s).

Please see the school complaints policy for more details

<https://bramley-st-peters-cofe-vc-primary-school.secure-primariesite.net/policies/>

Complaints should be addressed to the Headteacher. If, however, your complaint concerns the Headteacher personally, it should be sent to the school marked "For the attention of the Chair of Governors".

If a parent or carer wishes to speak with a Local Authority adviser about the use of force by a member of staff, they may contact the Leeds School Health, Safety & Wellbeing Team on 0113 378 8298.

If parents have any general queries, SENDIASS offer confidential impartial advice and information around children's Special Educational Needs. Please contact them on Helpline 0113 378 5020.

<https://familyinformation.leeds.gov.uk/sendiaass>

## **Whistle Blowing**

Whilst the training in Team-Teach provided to key staff, encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their Duty of Care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns should be raised with the Headteacher or another senior leader or with the Chair of Governors in order to allow concerns to be addressed and practice improved.

Please see the Whistleblowing policy for more details.

*Written by S Parkinson (SENCO) and behaviour team (May 2016)*

*Reviewed by S Parkinson (SENCO) and R Esplin (Headteacher) – June 2017*

*Reviewed by S Parkinson (SENCO) and R Esplin (Headteacher) – June 2018*

*Reviewed by R Esplin (Headteacher) and S Parkinson (SENCO) – June 2019*

*Reviewed by B Finn (Deputy Head) - LCC Health, Safety and Wellbeing model policy – Sept 2021*

*Reviewed by H Prouse (SENDCo) – September 2023*

*Reviewed by C Butters (SENDCo) and R Esplin (Headteacher) – July 2025*

## Appendix 1

