



COLMERS FARM PRIMARY SCHOOL

CARE AND CONTROL POLICY

SPRING 2018

REVIEW SPRING 2019

Signed by Chair of Governors.....

Date

This policy works in conjunction with Birmingham's LEA Safeguarding Procedures

The policy has been developed in response to The School and Inspections Act 2006 section 93 which reinforces previous guidance. It also takes cognisance of recent DfES and DOH letters of guidance and follows the guidance for "The Use of Reasonable Force To Control or Restrain Pupils" issued by Birmingham Education Service. It follows the outline of the Birmingham City Council model Care and Control Policy. The policy should be read in conjunction with other school policies relating to interaction between adults and pupils. The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and pupils. A statement about the Schools Discipline and Behaviour policy is made to parents in the School prospectus. This statement includes information on the use of reasonable force to control or restrain pupils.

Why have a policy on Physical Contact

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/provision respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in school/provision. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. Colmers Farm Primary School acknowledges that physical techniques are only part of a whole setting approach to behaviour management. Every effort will be made to ensure that all staff in this school:

- i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
- ii) Are provided with appropriate training to deal with these difficult situations.

In order to protect children and school staff from allegations some schools have adopted 'No Physical contact' policies. However we believe that such policies do not address the emotional health and social wellbeing needs of children.

Colmers Farm Primary School is adopting an informed, evidence-based policy to allow certain forms of physical contact including developmentally appropriate contact that will aid healthy emotional growth and learning. Research shows that healthy pro-social brain development requires access to safe physical contact as one of the means of caring, comforting and reassurance for a frightened, sad, anxious, stressed or angry child. It is essential for all children to learn the difference between safe and unsafe physical contact and to experience having their emotions cared about, comforted and reassured by a significant adult.

At Colmers Farm Primary School we believe that children have the right to independence, choice and inclusion. We seek to provide opportunities for personal growth and emotional health and well-being. However, rights also involve responsibilities, such as not impacting other people's rights. Children unable to control their actions or unable to appreciate danger have a right to be protected; as do other children and staff in the school. Staff have a duty of care to exercise toward the children in our care and this policy is designed to provide staff with appropriate guidance on the use of physical contact and positive handling (use of reasonable force) in our school. The policy has been prepared for the guidance of all teaching and support staff who come into contact with pupils and for volunteers working at Colmers Farm to explain the arrangements for Physical Contact. The contents are available to parents and pupils.

Different Types of Physical Contact

There are four broad types of physical contact that may be used in school;

1. Casual / Informal / Incidental Physical Contact

It is not illegal to have physical contact with a pupil in order to support their access to a broad and balanced curriculum. There are occasions when physical contact with a pupil is proper and necessary. Staff use physical contact with pupils as part of a normal relationship, for example guiding a pupil where the pupil is compliant, comforting a child, giving reassurance and congratulating. This might include holding a child by the hand, patting a child on the back when they are being praised, demonstrating something such as a P.E technique or how to play a musical instrument, putting an arm around the shoulders to comfort a child or to give first aid. Children learn who they are (and how the world is) within their significant relationships. The quality of the child's relationships with significant adults is key to their healthy development and emotional health and wellbeing. Where physical contact is used, contact should be brief and gentle, on clothed or publically visible parts of the body such as hands, arms, shoulders, head/hair.

i) Planned Physical contact for self-care needs.

Examples of this would be a personal care plan for children who need help with toileting.

ii) Developmentally appropriate use of Safe and Positive Physical Contact

Developmentally appropriate use of Safe and Positive Physical Contact is used by staff working mainly with children who are having difficulties with their emotions or who are unwell. Healthy emotional development requires safe physical contact as a means of calming, caring for and re-assuring a frightened, angry or sad child. Safe and Positive Physical contact used to regulate a child's emotions triggers the release of the calming chemical oxytocin in the body. Gentle physical contact may be used to calm a

distressed child, to encourage or affirm an anxious child or to support a child with low self-esteem. Safe and Positive Physical contact may include stroking a child's clothed back, rocking an upset or unwell child gently, giving a child a brief reciprocal hug, tickling a child appropriately as part of a game or rhyme, or sitting a child on an adult's lap to comfort or re-assure. The benefit of this action is often proactive and can both calm a child and prevent a situation from escalating.

Safe and Positive Physical contact is recognised as being a physical way of caring, comforting, reassuring, calming and managing distress and is necessary for survival and well-being. Colmers Farm is a Thrive Approach school and there are a number of Thrive Licensed Practitioners, who support staff to support all children throughout their school life so they can identify and use safe physical contact as a developmental intervention. Many research studies have indicated the necessity of human contact and physical contact in the healthy development of children. It is often a factor lacking in the upbringing of children who experience neglect and 'fail to thrive'. Safe and Positive Physical contact is used to care, comfort and re-assure is a necessary developmental experience. The brain does not develop neural pathways to initiate calming and self-soothing unless and until this safe emotional regulation has been experienced within a positive relationship with a significant adult. Where children have had insufficient experience of safe physical contact and calming regulation, this may be a priority to help their brains to develop access to thinking, judging, evaluating and choosing mechanisms.

Ways of regulating children's emotions including developmentally appropriate use of safe and positive physical contact

Appropriate methods of caring, comforting and re-assuring children's emotions include:

- Intervening early before emotions spiral out of control
- Slowing one's pace
- Lowering the voice
- Breathing more deeply
- Offering/having available a blanket to wrap themselves in
- Offering/having available cushions to hold
- Talking slowly firmly and quietly in an unhurried unflustered way
- Try to make and maintain eye contact (if possible)
- Providing clear predictable consistently held boundaries
- Remove audience (individuals or class)
- Arm around shoulder of child to re-assure
- Hand on the shoulder of a child to re-assure
- Take the child's hand in adult hand to re-assure
- Gentle re-assuring stroke to a child's back (e.g. if they are curled up)
- Rocking with the child as a game/calming routine (no 'reasonable force' used)

Thrive staff are trained in The Vital Relational Functions (VRFs) which are identified by The Thrive Approach as the key ways to be in a relationship with a child that contribute positively to the development for the child of a healthy sense of self. All staff receive training in following the 5 steps outlined in the VRFs and it is expected that all staff follow this process across the school. The skills provide a relational basis for a child's emotional, social and neurological development:

- Attunement – being aware of how the child feels
- Validation – Validate the child's perspective, experience and feelings
- Containment – Show that you understand the child's feelings or mood
- Soothing – Allow the child to feel being soothed so they learn how to
- Regulating – Model how to self-regulate

The developmentally appropriate use of safe and positive physical contact is defined by situations in which abstinence of physical contact would be unkind and potentially psychologically or neuro-biologically damaging. Examples include the empirically backed beneficial use of physical contact in the comforting of a child who is in an acute state of distress and/or out of control. Not to reach out to the child in such circumstances could be re-traumatising and neuro-biologically damaging as well as confirming or inviting anti-social behaviour patterns. Refraining from safely physically contacting a child in the face of their intense grief, stress and/or rage reactions can lead to a state of hyper-arousal, in which toxic levels of stress chemicals are released in the body and brain. The severely damaging long-term effects of this state have been intensively researched worldwide and are well documented.

3. Physical Contact through Contact Play

Contact play is used by staff adopting a role similar to a parent in a healthy child-parent relationship. This will only take place when the child has developed a trusting relationship with the adult and when they feel completely comfortable and at ease with this type of contact. Contact play may include for example an adult playing tig with a child or an adult and child playing a game of building towers with their hands.

4. Physical Contact through the use of Reasonable Force (Positive Handling)

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).
- Self – injuring
- Causing injury to others
- Committing a criminal offence

The level of compliance from the pupil determines whether or not the interaction is control/restraint.

Underpinning values

Everyone attending or working in this 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.

As part of their duty of care staff will use 'Positive Handling' if a child cannot regulate themselves and despite attempts to de-escalate the situation their behaviour is unacceptably threatening, dangerous, aggressive or out of control. It will be done in order to avoid harm to self or others or damage to property or to avoid an offence being committed and / or a breakdown of good order and discipline. Colmers Farm Primary School recognises that physical techniques are only part of a whole-setting approach to behaviour management and that positive handling strategies are never used as punishment.

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- Engaging in any behaviour prejudicial to maintaining good order and discipline at the centre or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within the centre (this includes authorised out-of-centre activities).
- Self-injuring
- Causing injury to others
- Committing an offence

Individual members of staff cannot be required to use positive handling. However, teaching and non-teaching staff work in 'loco parentis' and should always operate with an appropriate 'Duty of Care' they could be liable for a claim of negligence if they fail to follow the guidance within this policy. 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.

The Violent Crime Reduction Act 2006 effective from September 2007, gives schools powers to screen or search pupils for weapons. Should this searching expose staff to unacceptable risks then The DfES guidance on this will need to be followed. The power to search should only be used where it is judged to be safe, If the School decides it is unsafe to search they should call the police.

All staff received training in TEAM TEACH (Positive Handling) in February and April 2016. TEAM TEACH is a nationally recognised approach towards the positive handling of children, and the school has subsequently adopted the techniques recommended by TEAM TEACH. Positive Handling should only be used as a last resort when other de-escalation techniques have failed or the child in question has a history of predictable aggressive behaviour that will cause harm if left unchallenged.

If children are behaving in a dangerous, aggressive or out of control way, they have not yet learned how their strongest emotional reactions can be channelled and communicated safely. In recognition of this, under agreed and supervised conditions, staff may need to consider the use of reasonable force. This kind of positive handling will usually involve a member of staff sitting behind the child and enveloping the child in their arms whilst providing a safe, calm and soothing presence. It may also be necessary for another member of staff to control a child's kicking legs. Staff will employ the safest and gentlest means of holding a child, which is entirely designed to enable the child to feel safe and soothed and bring him or her down from an uncontrollable state of hyper arousal.

Staff recognise that the use of Positive Handling is a last resort strategy available to secure pupil/staff safety and to maintain good order. The proper use of Positive Handling requires skill and judgement, as well as knowledge of appropriate techniques. Staff receive 'Positive Handling' training (TEAM TEACH) to know how and when to hold children safely. The use of positive handling is done with the intention of protecting the child from harming themselves or others, or seriously damaging property.

Definitions of Positive Handling.

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in Colmers Farm Primary School

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.
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- The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

The DfE define 'force' as;

'Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury'.

And 'reasonable' means 'having good sense' 'fair and sensible' "as much as is appropriate'

Guidance to staff in relation to the use of reasonable force at Colmers Farm Primary School is fully in line with guidelines set out in the Government Document, 'New Guidance on the Use of Reasonable Force in School.' (DfEE 1998) and 'Use of Reasonable Force' (2013)

DfE GUIDELINES - USE OF REASONABLE FORCE ADVICE FOR HEAD TEACHERS, STAFF AND GOVERNING BODIES

Source: Extract from Department of Education, Use of reasonable force Advice for head teachers, staff and governing bodies - July 2013 Section 93, Education and Inspections Act 2006

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground and
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

Following DfE advice cited above staff will be advised that reasonable force may be appropriate if a child meets at least one of the criteria below and refuses to follow a verbal instruction to stop the behaviour that is putting them or others at risk. The child will often be in an uncontrollable state of hyper-arousal that is putting them or others at risk of harm. De-escalating techniques should be attempted in order to make safe the situation without the need for reasonable force (see strategies listed below).

Staff are advised that best practice is for two adults to agree that at least one of the criteria below has been met, although this won't always be possible, for example if a staff member is alone and needs to act quickly to prevent injury.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

A decision should always be made based on the immediate situation faced by the child and adult

Questions to inform decisions over reasonable force / positive handling

In making your professional judgement you must be able to answer YES to at least one of these. Best practice would be that two adults agree that at least one of these criteria has been met prior to handling, although as part of our duty of care this might not always be possible.

1. Is the child currently at risk of hurting themselves?
2. Is the child currently at risk of hurting others?
3. Is a significantly disruptive child (one who is severely impacting the learning in the classroom) refusing to leave the classroom even though they have been asked to do so?
4. If the child remains in the area they are currently in will they be at risk of harm?

5. Is there a current threat of the child attacking a member of staff or another child?
6. Is the child fighting?
7. Is the child in an unsafe place?
8. Is the child currently damaging equipment or property a significant level?

Reasonable force is not a sanction for poor behaviour. It should only be used during the circumstances described above. It is unlawful to use force as a punishment.

Acceptable measures of physical intervention

The decision to use reasonable force is only ever used to make a current situation safe/re-establish order. As stated in the DfE guidance the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances, taking into account the justifiable reasons provided by the DfE.

The consequences of the child's behaviour should be dealt with separately as detailed in the behaviour policy e.g. time out, zone board, detention, exclusion etc. This should happen at an appropriate time when the child is calm and can reflect on their actions. Physical intervention does not form any part of the consequence, as this would then class as punishment which is unlawful. Reasonable force is not about exerting authority in the absence of a justifiable reason.

Staff are trained in the safest and gentlest means of holding a child that will enable the child to stay safe and feel cared, comforted and re-assured

- During any incident of positive handling, staff must seek as far as possible to lower the child's level of anxiety during the hold by continually offering verbal reassurance
- Cause minimum level of restriction of movement of limbs consistent with the danger (so, for example, will not restrict the movement of the child's legs when they are on the ground unless in an enclosed space where flailing legs are likely to be injured or injure someone else.
- Ensure at least one other member of staff is present.

Steps to Take Prior to Positive Handling

Staff should always try to calm a child down before physically intervening, by using supportive strategies such as giving the child the opportunity to talk about their problem, offering choices, using distraction or humour and stating consequences and boundaries. If the behaviour escalates further, the use of a positive handling strategy may be required and justified. The intervention should be in proportion to the seriousness of the behaviour, the circumstances and the child and staff involved.

When using a physical intervention, staff must act within agreed guidelines and procedures and the safety of all concerned should be the paramount

consideration. The amount of force used should be reasonable in the circumstances and positive handling will include a hierarchy of responses which move from the least restrictive to the more intrusive where necessary. Prevention strategies and calming measures will be employed and the following action should be taken before positive handling is used.

- Conversation, distraction, coaxing skills, gentle persuasion or redirection to other activities (e.g. walking with him / her away from danger, gently stroking the child's shoulder)
- Encourage the child to help him/herself feel more secure by wrapping a blanket tightly around him/herself or holding on tightly to a large cushion
- Put distance between the child and others e.g. move others to a safer place if appropriate
- Calmly remove anything that could be used as a weapon, including drinks, objects, furniture
- To prevent a child continuing to pose harm in a dangerous situation, advise others to leave, but ensure an adult remains with the child
- Keep talking calmly to the child, explain what is happening and why, how it can stop, and what will happen next

Positive Handling Strategies

Where appropriate, Positive Handling Plans are written for individual children and where applicable, these will be designed through multi-professional collaboration. These should be included in any Pastoral Support Plans/IEPs/IPMs. If a child needs to be held for the first time in an emergency they will thereafter receive an IBP which will be drawn up with parents and which will include a personal handling plan and which will be reviewed regularly.

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, some or all of the following approaches should be taken according to the circumstances of the incident.

Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain; (this includes negotiation, care and concern.

Further verbal reprimand stating:

- That this is the second request for compliance
- An explanation of why observed behaviour is unacceptable
- An explanation of what will happen if the unacceptable behaviour continues.
- Warning of intention to intervene physically and that this will cease when the pupil complies, if possible summon assistance from colleagues
- Physical intervention: reasonable force being used to prevent a child harming him or herself, others or property

- The emphasis is to keep everyone involved as safe as possible

Staff should aim to use:

- Shoulder guides and other TEAM TEACH moving guides such a walking wrap, or double elbow walk.
- A standing position - wrap, single/double elbow, figure of four. Staff are advised to try the wrap as a first course of action.
- A seated position – single/ double elbow
- A seated ground position - wrap or kneeling single/double elbow hold.

Details of all of the above are available in the handbooks given to all staff on training.

There are some basic principles common to all physical interventions:

- Where possible, it is safer for staff not to tackle these situations on their own.
- Staff should hold children on the long bones (just above the wrist), with the Caring C method (L shape open palm).
- Where possible, the child should not be moved long distances. The greater the distance, the higher the risk of injury to all.
- Staff should use reasonable force, with the maximum of care. Pain or physical intimidation should never be used to gain compliance.
- Children should be reassured that staff will let go when the child has regained sufficient composure

THE RECOVERY

Once a situation is made safe for all, the recovery can begin. When the child is completely calm the aim should be to return to the incident and discuss with the child what provoked the whole episode. This may take place soon after the event, later the same day or the following day depending on what staff feel is appropriate. Staff should ideally get the child to face up to the problem and its consequences, and to teach the child more acceptable and appropriate ways of managing their feelings and situations they find themselves in. Physical techniques are not treated in isolation and Colmers Farm Primary School is committed to ensuring that as a result of incidents learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour.

Who Can Use Positive Handling?

At Colmers Farm staff are authorised to use reasonable force within the context of The Education and Inspections Act 2006 Section 93 'The use of reasonable force to control and restrain pupils'. The TEAM TEACH holistic approach to physical contact is the formal training used with members of Colmers Farm staff who have either user or observer status. Some staff have been trained as THRIVE practitioners in addition to TEAM TEACH.

There are some situations where those without training might find it necessary to use reasonable force. In an emergency and in the absence of a trained member of staff, for example, if a child was at immediate risk of injury or on the point of inflicting injury on someone else any member of staff would be entitled to intervene as part of their duty of care. Assistance from a trained member of staff should be sought as soon as is practicable.

Authorised staff

At Colmers Farm Primary School all staff are authorised to use reasonable force within the context of The Education and Inspections Act 2006 The Use of Reasonable Force to Control and Restrain Pupils". COLMERS FARM provides training for all staff and the Designated Safeguarding Lead retains a list of all those staff trained. The list is reviewed on an annual basis (or more frequently if the context requires it).

Only non-teaching staff specifically authorised by the Head of COLMERS FARM to have control or charge of pupils may use reasonable force to manage or control pupils. Authorisation is not given to volunteers, students, parents or lunchtime supervisors who have not received Team Teach training.

Sharing Information

Staff will need to account for any incident of positive handling. Incidents of Positive Handling will be recorded on an ABC(D) Form and a Serious Incident Form or Assault Form and stored in the central record. Details of the Antecedent behaviour, the Behaviours the child displayed, the Consequence and the Discussions that have taken place after the event along with details of the staff members involved, factors necessitating the physical intervention, details of the physical intervention and how the incident was reported to parents. The form also includes tick boxes for indicating the strategies used and the statements that applied to the situation.

- What took place, to and by whom, its severity and how long it lasted;
- What effects there were and to whom;
- Circumstances leading up to the incident (who was involved, time of day and where it occurred, what activities were taking place etc);
- De-escalation strategies used
- Details of other staff who were present at the time.

The School's incident forms provide space for a record of a post-incident discussion between the staff involved in the incident and a suitably qualified member of staff e.g. Beco, AHT, DHT or HT. The emphasis should not be upon staff emotions and feelings and must deal with the behaviour, the legally justifiable reason for restraint, the management of the incident, prior and post, and any further action that is needed (e.g.; risk assessments, amendments to plans, or training updates). Parents will be informed of the need to use positive handling as soon after the incident as possible.

Guidelines for the use of Safe Physical contact

To ensure physical contact is only used appropriately the following guidelines are to be followed:

- Parents/carers should be informed of the school policy on Physical contact.
- Teachers/support staff should be familiar with the Physical Contact and Reasonable Force Policy
- Teachers/support staff should be trained in all aspects of safe physical contact
- For pupils who are identified as potentially needing Reasonable Force intervention, an Individual Behaviour Management Plan (including Positive Handling Plan and Risk Assessment) should be completed and its use recorded and monitored. This will supplement the Thrive Action Plan where appropriate which will also include the use of safe physical contact as a strategy.
- Staff will be provided with the Physical Contact Policy.
- Parents/carers should provide signed consent for their child to be part of the Thrive program
- Parents/carers wherever possible should be involved in the Thrive Assessments and
- Action Plans and be regularly updated as to their child's progress through the program
- Child should be consulted, appropriate to their understanding, and involved in the development of a plan, based on a comprehensive risk assessment.
- Strategies should be rehearsed and practised (as is possible) with the child in preparation.

Appropriate and inappropriate physical contact

We are highly aware of the current national climate where due to fears of abuse, physical contact as a natural and important form of human connection has been almost vetoed in some school contexts. Our policy rests on the belief that every member of staff needs to appreciate the difference between appropriate and inappropriate physical contact. Hence all staff members need to demonstrate a clear understanding of the difference. They need to show themselves to be highly aware of both the damaging and unnecessary uses of physical contact in an educational context. Physical contact is not to be used as an ill-thought out or impulsive act.

It is unlawful to imprison a child in a room, i.e. put them in a room alone and then prevent them from exiting the room. Should any such containment be used it would be deemed a serious breach of policy and would warrant disciplinary action.

It is acceptable however, in the interests of security, safety and supervision, to prevent a child from leaving a room that a member of staff is in with the child. An example of this might be the use of high handles in classrooms for safety/security purposes or preventing a child from leaving a classroom by

standing between the child and the door if the child was threatening to abscond or hurt someone on leaving the room, or if the child's current demeanour or previous history of behaviour shows that this is likely to happen.

If a member of staff feels it is appropriate and safe to leave a child in a room and to observe them through a window or door, this is acceptable under certain circumstances, as long as the child's behaviour is not putting the child at risk of harm, that the door is not being held closed (i.e the child is at liberty to leave the room). An example of this would be if a child is spitting at adults and a retreat by adults is in the best interests of all involved. If the child then attempted to leave the room and the adults did not deem it safe for the child to do so, then the adults would need to re-enter the room with the child to re-assess the situation.

Unsafe physical contact

At no point and under no circumstances should staff members use physical contact to satisfy their own need for physical contact or re-assurance. All staff are expected to be fully mindful of physical contact that is invasive or which could be confusing, traumatising or experienced as eroticising in any way whatsoever.

Serious Breach: Should any such physical contact be used it would be deemed a serious breach of policy and would warrant disciplinary action.

Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

We all have a duty of care to the young people in our school and cannot escape our legal responsibilities by avoiding taking appropriate and necessary action. Involving parents when an incident occurs with their child, together with a clear policy adhered to by staff, should help to avoid complaints from parents. It may not prevent all complaints and a dispute about the use of force by a member of staff might lead to an investigation. All complaints are dealt with according to the School's Complaints Policy and procedures.

Adhering to the principles and procedures referred to in this policy statement is part of effective practice and should minimise risk to young people in our care and enhance our own self-protection.

Training

Training for all staff is made available and is the responsibility of the Headteacher. No member of staff will be expected to undertake the use of reasonable force without appropriate training. If it may be necessary to use force in an environment for protection of the child, other children or members of the team. All staff should be made of the back up system in place. Prior to the provision of training, guidance will be given on 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.

It is the intention at Colmers Farm to ensure that the majority of teachers and other appropriate staff members are trained in 'TEAM TEACH' – an approach to de-escalating difficult situations and to safely and positively handling pupils. School will access regular 'top-up' sessions for new staff. Staff will receive training in VRFs and how to effectively fill in an ABCD form. Every effort will be made to ensure that all staff clearly understand this policy and their responsibilities, in the context of their duty of care, in taking appropriate measures where reasonable force is necessary and are provided with appropriate training to deal with these difficult situations.

Following a review of existing school practice(s) in consultation with governors/ staff and the LEA the school/provision is committed to using Team Teach that has adopted the British Institute of Learning Difficulties (BILD) Code of Practice on physical intervention. When not accredited, the DfES Guidance recommends that organisations working towards accreditation can be used, BILD hold a list of all training organisations. Kings Norton Primary School acknowledges that physical techniques are only a part of a whole setting approach to behaviour management. The governors of the school are committed to working within the LEA's framework for accessing training in that: -

- It will review its Behaviour policy on at least a two-year cycle.

All training will include theory on at least the following:

- Causes of challenging behaviour
- Prevention strategies
- Positive behaviour management
- De-escalation
- Risk Assessment
- Positive Listening skills
- De-brief following incidents