



Knowsley Central School

Care and Control Policy

Reviewed by:

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Care and control policy (incorporating Physical Restraint)

1. Introduction

‘The use of Positive Handling to support the management of physically challenging behaviour.’

The policy has been developed in response to DfE non statutory guidance, ‘The Use of Reasonable Force’ ((July 2013) which has been updated on 15th January 2025). It also takes cognisance of DfES, DOH Guidance for Restrictive Physical Interventions, ‘Guidance on the use of restrictive physical intervention for children who display Extreme Behaviour in association with Learning Disability and/or Autistic Spectrum Disorder’ (July 2002).

The policy should be read in conjunction with other school policies relating to interaction between adults and pupils, including Behaviour policy, Safeguarding policy and Child Protection policy. Other policies/documents to be considered are Risk Assessment and Health and Safety.

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/carers and pupils. Parental/carers consent is not required to restrain a pupil.

2. Purpose of policy:

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 respond positively to the behavioural support and strategies that are practiced by staff. This ensures the well-being and safety of all pupils and staff in school. 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. Knowsley Central School acknowledges that physical techniques are only part of a whole setting approach to behaviour management.

2.1

Every effort will be made to ensure that all staff in this school:

- 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.

3. Implications of the policy:

Section 93 of the Education and Inspections Act 2006 (last updated October 31st 20210) enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility what would be an offence for an older pupil)¹;
- causing personal injury to, or damage to the property of, any person (including the pupil himself);

¹ The age of criminal responsibility is currently 10 in England. For further information (and much else) provided by the National Youth Agency, see: <http://www.youthinformation.com> > Justice & Equality > Crime > Age of criminal responsibility.

- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise. (Section 93 of the *Education and Inspections Act 2006* makes it clear that force may be used to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also constitute a criminal offence.

3.1

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 this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

3.2

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.

4. Definitions of Positive Handling:

No legal definition of reasonable force within a school's context exists however, for the purpose of this policy and the implementation of it in Knowsley Central:

'Reasonable Force uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property'.

The scale and nature of any physical intervention at Knowsley Central must be Proportionate to both the behaviour of the individual to be controlled and the nature of the harm they might cause'. (DfES/DOH Guidance for Restrictive Physical Interventions, July 2002).

4.1

This policy does more than simply outline the use of physical intervention at Knowsley Central. It aims to provide a transparent overview of how we use physical contact to both care for and, where appropriate control our pupils. Working within a philosophy of ensuring staff always operate with a 'Duty of Care' towards pupils, our Care and Control policy describe the acceptable physical interaction between staff and pupils on a daily basis. Based on the principles of moving from least intrusive to more restrictive holding we have divided interaction into three definable areas.

4.2 Physical Contact:

Situations in which physical interaction occurs between staff and pupils to either care for pupils who may be distressed or, have severe and profound learning disabilities, or in subject areas such as physical education in order to promote inclusive learning opportunities and deliver the National Curriculum. In addition, staff will also use positive touch to comfort pupils and as part of the PSHE/social curriculum in order to teach them more appropriate ways of seeking attention. In such circumstances staff will always work within the school's safeguarding procedures.

4.3 Physical Intervention/Control:

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder with little or no force. A pupil may link staff/ hold hands (depending on

the pupil and age) The important factor within these situations is the physical compliance of the child as a result of the intervention.

4.4 Restrictive Physical Intervention/Restraint:

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort and only where absolutely necessary. All such incidents are recorded and reported to parents/carers and will be stored in an accessible way.

The following techniques are accredited by Team Teach and authorised for staff to use by the Head teacher. Whenever possible the following techniques will be used:

They are listed in a graded approach moving from less intrusive to most restrict. Whenever possible it is these techniques that will be used.

Arm Safe Disengagement

Side Step In

Cross Step In

Drop Elbow

Pump

Neck Safe Disengagement

Steering Wheel

Fix and Stabilise

Windmill

Elbow Guide

Two Person Holds and Escorts

Friendly Hold

Single Elbow 1&2 person

Double Elbow 1&2 person

Response to Spitting

Escorts to Chairs

Help by Changing Face

Single Person Holds and Escorts

Help Hug

At Knowsley Central we always seek to use the lowest form of disengagements and the use of diffusion, distraction and diversion. We attempt to respond to the earliest sign of anxiety to prevent a situation from escalating.

As indicated the level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint. If in doubt, then staff should always record the incident using Knowsley Centrals Sleuth system.

5.Underpinning values:

5.1 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.

5.2 Pupils attending this school and their parents/carers 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 will ensure that parents/carers and pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school. In turn parents/carers will have committed themselves through the 'Home School Agreement' to promote the good behaviour of their child and those efforts have been made by them to ensure that he/she understands and follows the school's Behaviour Policy.

6. Authorised staff:

At Knowsley Central, the power to use reasonable force applies to any member of staff, and any other person to whom the head has authorised to have control or charge of pupils. This can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as unpaid volunteers.

The power may be used where the pupil (including a pupil from another school) is on the school premises or elsewhere in the lawful control or charge of the staff member (e.g., a trip or visit).

The school provides training for all staff and the school retains a list of all those staff trained and records of training.

Supply staff are made aware of the school's policy and where possible agencies are requested to provide any copies of training certificates.

Support Services will have their own policies for Care and Control of pupils. When working within school it is the Head teacher's responsibility to ensure that colleagues from Support Services are aware of school policy and practice. The head teacher in the school will be accountable for their actions while in the school.

7.Training:

7.1

Training for all staff will be made available and is the responsibility of the SLT. Prior to any practical training theoretical aspects of effective behaviour management will have been delivered and arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going continued professional development for staff.

7.2

Team teach training is affiliated to the general services association and had been accredited (2006, 2009, 2012 and 4th February 2021) by the British institute of learning disabilities and more recently, the institute of conflict management, (20th May 2025)

7.3

Physical techniques are not used in isolation and Knowsley Central 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.

7.4

In addition, procedures will be put in place to ensure that appropriate support is provided for staff and that following an incident, pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

7.5 All the techniques used take account of a young person's;

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

They also provide a gradual, graded system of response.

7.6

Where appropriate Positive Handling Plans are written for individual children and where possible, these will be designed through multi agency collaboration e.g., when devising Pastoral Support Plans.

Training in this area includes a comprehensive review of the agreed standard incident monitoring forms and any school-specific pupil level recording that is being used for planning and evaluating behaviour modification strategies.

Teachers or other staff whose job includes responsibility for pupils cannot lawfully be prevented from using reasonable force. The absence of accredited training does not preclude a member of staff from using reasonable force when needed.

8.Strategies for dealing with challenging behaviour:

As endorsed in the school's Behaviour Policy, staff utilise consistent positive strategies to encourage acceptable behaviour and good order.

8.1

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 diffusion, distraction, diversion)
- A statement of intent that physical intervention may well be used alongside (this would depend on the pupil), alternatively we would inform the pupil that we are going to move ourselves away.) If possible, summon assistance from a member of staff who is nearby.
- Physical intervention. Reasonable force being used to prevent a child harming him or herself, others or property.

Team Teach techniques seek to avoid injury to the pupils, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as failure of professional technique, but as a regrettable and infrequent side effect of ensuring that the pupil remains safe.

9.Types of Incidents:

Examples of situations that may call for judgments of this kind include: -

- A pupil seeks to seriously harm themselves;
- A pupil attacks a member of staff or another pupil;
- Pupils are fighting, causing risk of injury to themselves or others.
- A pupil is committing, or on the verge of committing, deliberate damage to property. (Not minor damage)
- A pupil is causing, or at risk of causing, injury or damage by accident, through rough play, or by misuse of dangerous material(s) object(s).
- A pupil absconds from a class or tried to leave school other than at an authorised time.

- **Refusal of a pupil to remain in a particular place is not enough on its own to justify use of force. It would be justifiable where allowing a pupil to leave would:**
- Entail serious risks to the pupil's safety (taking account age and understanding), to the safety of other pupils or staff, or damage to property; or
- A pupil persistently refuses to follow an instruction to leave a classroom. (this does not justify a hold)
- A pupil is behaving in a way that seriously disrupts a lesson.
- A pupil is behaving in a way that seriously disrupts a school sporting event or school visit.

It is important to note that the use of reasonable force will only be applied at this school as a last resort, when all other alternatives have been exhausted and that any force used will be reasonable, proportionate and absolutely necessary.

10. Acceptable measures of physical intervention:

- Strategies for preventing the occurrence of behaviours which precipitate the use of a physical intervention. At Knowsley Central these strategies would take the form of diffusion, distraction and diversion. With the use of Team Teach training the staff would be supportive, directive, may require the need for Physical intervention and then would seek Therapeutic Rapport. The stages of this would be very individual and would be detailed in a pupil's relevant plans.
- Following an incident, the incident would be logged on the schools CPOMS system. In situations where, physical intervention has taken place the parent/carers and or social worker would be informed by phone and a copy of the 'CPOMS' document would be sent to the social worker. There may be need for a further meeting with school/parent/carers or with other professionals.

- In situations when no physical intervention has taken place then this will be logged on 'CPOMS' and feedback to parents/carers in the appropriate manner depending on the individual child.
- The concept of reasonable force where 'reasonableness' is determined with reference to all the circumstances, including: - • The seriousness of the incident.
- The relative risks arising from using a physical intervention compared with using other strategies.
- The age, cultural background, gender, stature and medical history of the child or service user concerned.
- The application of gradually increasing or decreasing levels of force in response to the person's behaviour.
- *The approach to risk assessment and risk management employed*

10.1 Searching, Screening and confiscation

From 1st September 2022 advice has been provided to schools, the guidance is in place to ensure

'School staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning.

Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. This advice is intended to explain schools' screening, searching and confiscation powers so that headteachers and other staff have the confidence to use them if necessary.'

At Knowsley Central due to the cohort of children within our school, it would be exceptional circumstances in which this guidance would be required. In the event that a situation should occur and a pupil does require searching, screening or something confiscated which was an item of concern. The Headteacher (In the event of his absence a member of SLT) would always be notified before any action is taken and would provide the staff with the appropriate information.

11.Understanding seclusion, time out and withdrawal

The distinction between:

11.1'Seclusion' where an adult or child is forced to spend time alone against their will in a locked room or room which they cannot leave.

11.2'Time out' which involves restricting the service user's access to all positive reinforcements as part of the behavioural programmed in a room or area which they may freely leave

11.3'Withdrawal' which involves removing the person 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

12.Information on systems in place

The distinction between planned physical interventions (where incidents are foreseeable) in that they have occurred previously and a response planned following an appropriate risk assessment and the use of force in emergency situations (which cannot reasonably be anticipated).

12.1 First aid procedures in the event of an injury occurring to either pupil or member of staff, one of the schools named first aider would be called for a member of SLT. There may be the need for minor first aid or the pupil/staff member maybe referred to walk in centre or the hospital depending on the severity. All injuries would be reported on the relevant, system and paper work and parents/carers or family members would be contacted, if necessary, along with the social worker.

12.2 Physical intervention may require apparatus to prevent a pupil injuring themselves. Helmets maybe use to prevent a pupil from injuring their head, the use of Helmets in Knowsley Central is mostly for the use of pupils with balance or spatial awareness issues however, there may be need for this equipment if a pupil continuously banged/hit their head. This would be in place via the advice from OT and or Consultant along with parental/carers permission.

12.3 Wherever possible, assistance will be sought from another member of staff.

Positive Handling at Knowsley Central is seen as a proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the behaviour management strategies used.

12.4 Practice at Knowsley Central is always to support staff and pupils in a supportive and positive way this may look like the script below.

'Hello Mr. Mrs (name of staff)', where appropriate the pupil should also be engaged by the use of their name. 'Would you like some help?'.

The response from the member of staff should always be – 'Yes please'.

'How can I help?' is the question that should then be posed allowing the member of staff originally involved in the incident to retain control of the situation.

'You can help by.....' enables effective support to be provided for all concerned.

If a member of staff asks '**Would you like more help?**' This is a sign to the member of staff that they need to step out of the situation and allow different staff to support.

13.Recording:

Where physical control or restraint has been used a record of the incident is recorded on the schools CPOMC system. Data is then used to support whole school self-evaluation and improvement planning within this area of provision.

Appropriate documentation is completed as soon as possible after the incident, normally prior to staff going off duty and is signed by staff involved and a member of the SLT

All adults involved in and/or observing the incident are required to complete the relevant recording form.

The incident will be reported to parent/carer's by telephone initially by.... (Designated person/team). This will be followed up by letter or copy of the incident if required. In this case "parent/carer" has the meaning given by section 576 of the Education Act 1996, and so will include people having day-to-day care of the child and the local authority where the child is the subject of a care order. Section 576 also deems the local authority as a "parent/carer" in the case of children who are looked after under section 20 of the Children Act 1989. If it is likely that reporting an incident to a parent/carer will result in significant harm to the pupil, then the incident is reported to the Local Authority.

A Health and Safety Accident/Incident Form will be completed and returned to the Authority (Ridor) in situations where injury has occurred to either members of staff or pupils that has resulted in absence from School.

14. Action after an incident:

Where staff have been involved in an incident involving reasonable force, they should have the opportunity for a brief period of rest and relaxation and in the case of more serious incidents, access to counselling and support with the relevant referrals to professionals.

The Head teacher will ensure that each incident is reviewed and investigated further as required. 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 the pupil's individual plan.
- School Behaviour Policy.
- Exclusions Procedure.
- Child Protection Procedure.
- Staff or Pupil Disciplinary Procedure.

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.

15. Complaints:

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

Any complaints about staff will be investigated through the School's Complaints Policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

16. 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 Head teacher/SLT 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. A Register of False Accusations made against staff will be maintained as an additional safeguard for staff working in this difficult area.