

What to doCare and Control of Students

At Dixons Manningham Academy, ensuring academy staff and students feel safe and secure is vital to establishing calm and supportive environments conducive to learning.

Routinely, staff should not use any form of physical restraint on students. However, we recognise that some supportive physical contact may be needed along with some rare instances of reasonable force, to ensure the wellbeing and safety of students and staff.

In order to ensure that physical contact is appropriate and proportionate, and to maintain the dignity of all students and professionalism of all staff, we aim to use the guidance provided by the DfE, Dixons Academies Trust policies and our own staff training and support to provide clarity and consistency for all parties involved.

In our trust Care and Control Policy, we have identified three levels of reasonable force that might be used:

Passive physical contact – ‘light touch’ contact either to care for or guide students who may be distressed, have an additional need or disability, or in PE / sports or other practical subjects. Examples include a comforting hand on the shoulder, a guiding hand on the elbow, or ‘hand over hand’ support with writing

- Does not constitute ‘positive handling’ and does not need to be recorded.
- Excessive use / abuse of this concept may constitute ‘low level concern’ under KCSIE Sept 22 definitions.

Active physical contact – this may be used to divert a student from destructive or disruptive action and is defined by the compliance of the child i.e. once blocked, guided etc. they do not resist. Examples include blocking a student’s path, stepping in between students who are fighting, or linking arms with a student to walk them away from a situation (escorting)

- If used regularly as part of a student’s support, a positive handling plan should be in place
- Incidents may escalate if the student is not compliant.
- If physical contact has been used to move or block a student, a positive handling incident form should be completed.

Restrictive physical intervention (control and restraint) – this will involve the use of reasonable force when there is an immediate risk to students, staff or property and its defining characteristic is non-compliance of the student

- If being used regularly a positive handling plan should be in place.
- Every incident should be recorded on a positive handling incident form, reported and stored on CPOMS.
- Use of this level of reasonable force should always be a last resort.
- Any use of this level of reasonable force should be proportionate i.e. no more force than is needed and no longer amount of time than is needed.

- Although use of reasonable force may at times be necessary and legitimate, there will always be implications for the student(s), staff member(s) and witnesses involved, including impact on future relationships
- Staff cannot use force as a form of punishment.

There is no legal definition of 'reasonable force', but the term is generally accepted to cover the broad range of actions used by most teachers in their career that involve a degree of physical contact with students

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

Use of reasonable force

Reasonable force can be used by the principal and anyone who has been authorised by the principal in order to prevent a student from doing, or continuing to do, any of the following:

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

Consider what it could mean and what would be proportionate and 'reasonable'. Consider impact on future relationships, behaviour management, other students etc.

Search and confiscation

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the student is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying students in need of early help or a referral to Children's Social Care for support. Families would be kept informed in these circumstances.

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

- knives, weapons
- mobile phones
- alcohol, illegal drugs, tobacco, vapes and medicines.
- stolen items
- fireworks / explosives / bangers
- pornographic images
- anything that has been used or is likely to be used to commit an offence, cause injury or damage
- any item banned by the school rules and specified in the behaviour policy
- items that are not age-appropriate

Recording an incident

- ALL incidents of restrictive physical intervention (control / restraint) should be recorded on a positive handling incident form.
- MOST incidents of active physical intervention should be recorded (speak to SLT about each incident).
- Completed forms should be shared with parents, signed and uploaded to CPOMS.

DMN Positive handling plans (PHP) and positive handling incident forms

- A positive handling plan should be in place for any student who needs regular / routine positive handling OR any student for whom there has been multiple incidences of requiring impromptu positive handling (SLT discretion i.e. a PHP may be appropriate after one incident for some students).
- The focus should always be on prevention and minimisation, especially in relation to students developing independence and self-help skills, as they get older.
- The DMN PHP is available from pastoral /SLT Teams.
- The DMN positive handling incident forms are available from pastoral /SLT Teams.
- PHPs should be reviewed following any incident as well as having regular planned reviews.



Preferred handling strategies:

(Describe the preferred staff responses / hold)

Technique	Position	Number of staff
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Repair and rebuild processes following the incident

(What care is to be provided? What learning opportunities exist for the child? How will the child be reintegrated back into class?)

Recording and notification required

A positive handling plan does not replace the academy's formal procedure for recordings and reporting incidents.

Incident report form for physical intervention Y/N

Evaluation

(This section is to be completed during the review)

Signatures: It is important to get people to 'sign up', especially parents / carers.

Principal:..... Date:.....

Parent / Carer:..... Date:.....

Staff authorised to use techniques:..... Date:.....

Others:..... Date:.....

Appendix 2: Positive Handling Incident Record

Name of child/young person:	Class:	Year:
Date of incident:	Time:	Location
Name(s) of staff involved:		

Please provide a detailed, Objective of what happened:

Reasons Summary (please select all that apply):

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

Positive Handling Strategies

Passive physical contact	Active physical contact	Restrictive physical intervention
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Were there any injuries sustained, damage to property, or verbal abuse relating to protected characteristics?

Incident checklist:

All witness statements collected and attached

Parents informed / parent meeting

Positive Handling Plan considered / completed / updated

Risk Assessment considered / completed / updated

Restorative work plan

All paperwork updated on CPOMS

Y/N Were any Positive Handling Plans or Risk Assessments already in place adhered to?

If not, why not? What action is being taken (complete below)

Y/N Was all positive handling that took place proportionate to the situation i.e. least force for the least time?

If not, why not? What action is being taken (complete below)