

## WTD: Care and Control of Students

### Rationale

At Dixons City Academy our primary responsibility is to ensure that all staff and students are safe, so they focus on being the best version of themselves each day. Our culture is based on respect and kindness. A huge part of this is respecting other people's personal space and as a result we try to keep the level of contact with others to a minimum.

As a school we narrate the behaviours we want to see and use verbal and non-verbal instructions to ensure students are safe, inside and outside of the classroom. However, we also recognise that there are times when some passive or supportive physical contact is inevitable and that this, along with some rare instances of reasonable force, are necessary in ensuring the wellbeing and safety of both students and staff, as well as for maintaining the climate of the academy.

In order to ensure that physical contact is appropriate and proportionate, and to maintain the dignity of all students and professionalism of all staff, we aim to use the guidance provided by the DfE, Dixons Academies Trust policies, and our own staff training and support to provide clarity and consistency for all parties involved. In our DAT Care and Control Policy we have identified three levels of reasonable force that might be used:

### Definitions

- **PASSIVE PHYSICAL CONTACT** – 'light touch' contact either to care for or guide students who may be distressed, have an additional need or disability, or in PE / sports or other practical subjects.
  - Does not constitute 'positive handling' and does not need to be recorded.
  - Excessive use / abuse of this concept may constitute 'low level concern' under KCSIE21 definitions.
  - Examples include a comforting hand on the shoulder, a guiding hand on the elbow, or 'hand over hand' support with writing.
- **ACTIVE PHYSICAL CONTACT** – this may be used to divert a student from destructive or disruptive action and is defined by the compliance of the child i.e. once blocked, guided etc. they do not resist.
  - If used regularly as part of a student's support a Positive Handling Plan should be in place.
  - Incidents may escalate if the student is not compliant.
  - If physical contact has been used to move or block a student, an Incident Form should be completed.
  - Examples include blocking a student's path, stepping in between students who are fighting, or linking arms with a student to walk them away from a situation (escorting).
- **RESTRICTIVE PHYSICAL INTERVENTION (CONTROL AND RESTRAINT)** – this will involve the use of reasonable force when there is an immediate risk to students, staff or property and its defining characteristic is non-compliance of the student.
  - If being used regularly a Positive Handling Plan should be in place.
  - Every incident should be recorded, reported and stored on **CPOMS**.
  - Use of this level of reasonable force should always be a last resort.
  - Any use of this level of reasonable force should be proportionate i.e. no more force than is needed and no longer amount of time than is needed.
  - Although use of reasonable force may, at times, be necessary and legitimate, there will always be implications for the student(s), staff member(s) and witnesses involved, including impact on future relationships.
  - Staff cannot, under any circumstances, use force as a form of punishment.

We define reasonable force as the force a reasonable professional would use in the same situation.

- Force is used to either control or restrain.
- **Control** = blocking, leading, or 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 (at DCA that is any member of staff) in order to prevent a student from doing, or continuing to do, any of the following:

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

When using reasonable force remember to:

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

### Search and Confiscation

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

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

### Recording an Incident

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

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

**Appendix 1 - Positive Handling Plan and Appendix 2 - Incident record form for physical intervention, can be found in the Trust Care and Control policy <https://www.dixonsat.com/uploads/files/About/Policies/Care-and-Control-of-Students.pdf>**

## Appendix 1 - Positive Handling Plan

### Appendix 1: Positive handling plan

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

**Additional information:**  
Click or tap here to enter text

**Prevention strategies:**  
Enter here

**Triggers:**  
Enter here

**Early indicators:**  
Enter here

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

<b>Passive physical contact</b> Enter here	<b>Active physical intervention</b> Enter here	<b>Restrictive physical intervention</b> Enter here
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**Restorative / follow up:**  
Enter here

**Review:** Enter here

**Review date:** Enter date

**Signatures:**

<b>Principal:</b> Sign here.	<b>Date:</b> Enter date
<b>Parent / carer:</b> Sign here.	<b>Date:</b> Enter date
<b>Staff authorised to use techniques:</b> Sign here.	
<b>Others:</b> Sign here.	<b>Date:</b> Enter date
<b>Others:</b> Sign here.	<b>Date:</b> Enter date
<b>Others:</b> Sign here.	<b>Date:</b> Enter date



## Appendix 2 - Incident record form for physical intervention

### Appendix 2: Incident record form for physical intervention

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

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

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

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

Enter other details here

**Positive Handling Strategies**

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

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

**Incident checklist:**

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

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

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

**Follow up actions from checklist:**  
Enter here

<b>Form completed by:</b> Enter here	<b>Date:</b> Enter date
<b>Checked / witnessed by:</b> Enter date	<b>Date:</b> Enter date



