



*In the Light of Jesus  
we Learn to Shine*

## St. Joseph's Catholic Primary School

### Care and Control Policy

**Ratified by Governors**

Date: 07.10.25

Document Status	
Reviewed	September 2025
Date of next Review	September 2029
Approval Body	Governing Body
Publication	School Website/Staff Policy folder

This policy must be reviewed every 4 years

#### **NON - STATUTORY**

We have carefully considered the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Introduction

This policy has been developed in response to guidance issued by DfE February 2025: The use of reasonable force and other restrictive interventions in schools. Advice for headteachers, staff and governing bodies.

The policy should be read in conjunction with other school policies, e.g. behaviour, anti-bullying.

## Principles

All staff and pupils at St. Joseph's Catholic Primary School have a right to:

- be treated with respect and dignity;
- work and learn in a safe and healthy environment and be protected from harm;
- receive adequate information, support and training.

All staff and pupils at St. Joseph's Catholic Primary School should:

- follow the school's rules and policies.

Parents of pupils attending St. Joseph's Catholic Primary School have a right to:

- expect staff to undertake their duties and responsibilities in accordance with school policies;
- be informed about the school rules, policies and expected conduct for all;
- be informed of the school's complaint procedure.

Using force to restrain or physically direct a pupil should be regarded as a last resort and should be an act of **care and control**.

The aim is to avoid the need for physical restraint by discussion and diversion.

Staff should have good grounds for believing that physical restraint is necessary. It is not used to force compliance when there is no immediate risk to people or property, or as a punishment.

Here at St. Joseph's Catholic Primary School, we look to minimise the chances of incidents requiring physical restraint arising by:

- creating a calm, orderly and supportive school climate that minimises the risk of violence of any kind.
- educating pupils about how to effectively manage their emotions.
- managing individual incidents effectively by communicating calmly with pupils using non-threatening verbal and body language.
- calling for support from Behaviour Support Assistant
- offering the pupil alternatives such as:
  - a) coming with a staff member to a quiet area away from bystanders so that staff can hear pupil's concerns.
  - b) being joined by a particular member of staff well known to the pupil.
  - c) being joined by a friend or family member.

## Authorised Staff

All teachers and support assistants in class are authorised in this school to have control or charge of pupils and therefore have statutory power to use physical interventions when necessary. The Headteacher doesn't have to *authorise* particular staff to use force in an emergency situation, if this is the last resort. This is an automatic power of staff the Head authorises to *have control or charge of pupils*. So school teachers and teaching assistants have a statutory power to use force if permanent authorisation to do this is stated. Other staff and volunteers may be given temporary authorisation to be in control or charge of pupils for occasions such as educational visits. Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies.

### **Incidents that may require the use of force**

Everyone has the right to use reasonable force to prevent an attack against themselves or others. Section 93 of the Education and Inspections Act 2006 authorises the use of reasonable force to prevent a pupil:

- A. committing a criminal offence, or what would have been a criminal offence if the pupil had been above the age of criminal responsibility (10 or older);
- B. causing injury or damage to property; and
- C. prejudicing the maintenance of good order and discipline at the school.

Examples of situations that fall within one of the above categories are:

- a pupil physically attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is committing, or on the verge of committing, deliberate and serious damage to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others; and
- a pupil absconds from a class or tries to leave school other than at the authorised time. (Age and understanding would be critical factors)

Examples of situations that fall into the third category are where a pupil:

- refuses to obey an order to leave a classroom;
- is behaving in a way that is seriously disrupting a lesson;
- blocks a door to prevent others from leaving;

### **Power to search pupils without consent**

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco or cigarettes
- fireworks
- illegal images
- mobile phones
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

### **What constitutes reasonable force?**

Any physical contact employed must be consistent with the concept of reasonable force outlined below. The degree of force used should always be:

- in proportion to the consequences it is intended to prevent; and
- the minimum needed to achieve the desired result.
- taking account of age/size and any medical needs.

The types of force used could include:

- standing between pupils;
- blocking a pupil's path;

- leading a pupil by the hand or arm;  
shepherding a pupil away by placing a hand in the centre of the back;
- pushing;
- pulling; and
- in more extreme circumstances, using restrictive holds (as specified in TEAM TEACH)

Staff should always try to have an additional adult present before any restraint is used.

The purposes of physical restraint are:

- to restrain the pupil until anger passes, self-control is regained and the situation diffused;
- to limit the harm that the pupil can do to self and others;
- to demonstrate to the pupil that he/she is within safe physical boundaries and that adults can contain his/her anger;
- where possible the pupil should be advised in advance that physical restraint will be used unless he/she desists.

As soon as it is safe, physical restraint should be gradually relaxed to allow the pupil to re-gain self control. It is important to keep talking the pupil through your intended actions at this stage.

### **Consideration for pupils with special educational needs**

Pupils with severe learning difficulties or autism may have limited understanding of the consequences of their challenging behaviour. Their behaviour may involve self harm as well as reactions that may jeopardise the physical safety of others. Caring control and restraint of these pupils will therefore include consideration of a wider range of factors than for most pupils.

Pupils who demonstrate severe challenging behaviour will have a Personalised Learning Support Plan, a Positive Handling Plan agreed and signed by parents/carers and school staff which outlines how challenging behaviour will be managed including what methods of physical restraint will be used and when. A risk assessment will also be carried out and reviewed regularly [Appendix 2].

### **Training**

For some staff, a risk assessment of the behaviour of pupils they support may indicate the need for more *specific interventions*. These staff will receive training and attend the LA recommended T.E.A.M. – T.E.A.C.H. (Techniques that are Effective with Anger and aggression Management utilising Therapeutic Educational Awareness Communication Handling Strategies) course, incorporating positive handling methods. A positive handling plan will be developed for these pupils.

Incidents involving confrontation, especially physical restraint, cause anxiety and emotional trauma. Afterwards pupils and staff members will be offered time to discuss what happened and time to recover. Immediate action should be taken to access medical help for any injuries that go beyond basic first aid.

### **Reporting and Recording incidents**

All incidents causing injury or distress to a pupil or member of staff, requiring physical restraint or identifying a pattern of behaviour should be recorded as soon as possible on the school electronic recording system CPOMs. The details required are as shown in Appendix 1. Parents/carers of a pupil involved in an incident will be informed as soon as possible.

### **Complaints**

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- School will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher.

- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

## **Appendix 1**

**On CPOMs please include the following information:**

- Name of staff member reporting the incident
- Names of any other staff present
- Place, time and details of incident
- What led up to the incident
- Physical Intervention Yes/No
- Was first aid given to the child or staff member ?
- Outcome and sanctions
- Time when parents/carers were informed
- Further action

**Risk Assessment Form****Appendix 2**

<b>Name of Student</b>			
<b>Date of Birth</b>		<b>Year group</b>	
<b>Key Worker</b>		<b>Date</b>	
<b>Completed by</b>		<b>Review on</b>	

**Please tick appropriate boxes**

Area/Aspect	Excellent	Good	Satisfactory	Concern
Relationships with adults				
Relationships with peer groups				
Behaviour in school				

<b>National Curriculum Levels:</b>		
Reading	Additional comments:	
Writing		
Mathematics		
Science		
Does the student have Special Needs as identified by the code of practice?		Yes / No
At what level?		
Areas of concern:		
Please give details of the student's language needs:		
Please give details of any disability or health issues:		

### Types of Behaviour Causing Concern

<b>FREQUENCY</b>	<b>Behaviour</b>  <b>Frequency:</b> Hourly = <b>H</b> Daily = <b>D</b> Weekly = <b>W</b>	Give a brief description of behaviour  <b>Intention:</b> Deliberately = <b>D</b> Accidental = <b>A</b> Involuntary = <b>I</b>	<b>INTENTION</b>	Hazard <b>H</b> (Potential for harm)  1 – slight 2 – minor 3 – medium 4 – major	Probability <b>P</b> (Likelihood of occurrence)  1 – unlikely 2 – occasional 3 – likely 4 – frequent	Level of Risk  <b>H x P</b>
	Medical					
	Self Harm					
	Substance/alcohol abuse					
	Absconding					
	Damage to property/					
	Theft					
	Defiance/refusal to co-operate					
	Impulsive/dangerous behaviour					
	Verbal abuse/ threatening language					
	Racial/gender/ religious/learning disability abuse					
	Violent/aggressive behaviour					
	Sexually inappropriate behaviour					
	Carrying /using weapons					



**People to whom behaviour is most likely to be exhibited (*please tick*)**

	Any staff/adults		Supply staff (male/female/ethnic minority)
	Newly recruited staff		All women/Some women (younger/older/ethnic minority)
	All ethnic minority staff		All men/Some men (younger/older/ethnic minority)
	Visitors		Some ethnic minority staff (younger/older/men/woman)
	Other – disabled etc.		Members of the public
	Any pupils		
	All female/ Some female (younger/older/ethnic minority/ emotionally vulnerable) pupils		All male/Some male (younger/older/ethnic minority/ emotionally vulnerable) pupils