



# **Care and Control of Pupils Policy**

**THE GRANGE PRIMARY SCHOOL**  
**POLICY FOR THE CARE AND CONTROL OF PUPILS**

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

The policy has adopted by the Governing Body in October 2022. The responsible person for the implementation of the policy is Mr Daniel Hains, the Headteacher. The policy will be reviewed annually by the Headteacher, Deputy Headteacher (Mrs Claire Bold) and the Governing Body with the next review date set as October 2023. It refers to all staff and pupils who work in The Grange Primary School's SEN Resourced Provision classes and supports the school's inclusion agenda when named pupils are in receipt of inclusive learning opportunities within the mainstream of school.

The policy has been developed in response to DfE guidance, 'The Use of Reasonable Force – Advice for Headteachers, staff and governing bodies' (July 2013). It also takes cognisance of Government Guidance, June 2019, 'Reducing the need for restraint and restrictive physical intervention.' Additionally, the Local Authority are aware of its implementation and it has also been drawn to the attention of the Local Authorities Designated Officer.

This policy should be read in conjunction with other school policies relating to interaction between adults and pupils, including Behaviour Policy, Child Protection Policy, Health and Safety, Safeguarding Policy and Staff Code of Conduct Policy.

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 School's Behaviour policy is made to parents in the School Parent's Guide. By signing the Behaviour Support Plan and/or Positive Handling Plan, parents are acknowledging the school's entitlement to use reasonable force in the circumstances described in this policy. Parental consent is not required to restrain a pupil.

**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 school code of conduct and associated policies put into practice by staff. This supports the well-being and safety of all pupils and staff in The Grange Primary 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. The Grange 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.

- (ii) SEN Resourced Provision staff are provided with appropriate training to deal with these difficult situations (where appropriate).

The Grange Primary School makes a clear distinction in relation to the following: -

- 'Seclusion' where an adult or child is forced to spend time alone against their will.
- 'Time out' which involves restricting the service user's access to all positive reinforcements as part of the behavioural programme. At no time are pupils locked in a room and/or left alone.
- '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.

**At The Grange Primary School, pupils are not secluded.**

### **IMPLICATIONS OF POLICY:**

Section 93 of the Education and Inspections Act 2006 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)<sup>1</sup>;
- causing personal injury to, or damage to the property of, any person (including the pupil himself);
- 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.)

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.

**Reasonable force will only be used as a last resort when all other behaviour support strategies have failed or when pupils, staff or property are at risk and it is considered as in the 'best interests' of the pupil.**

### **DEFINITIONS OF POSITIVE HANDLING:**

No legal definition of reasonable force within a schools context exists, however for the purpose of this policy and the implementation of it at The Grange Primary School:

'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 The Grange Primary School 'must be proportionate to both the behaviour of the individual to be controlled and the

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<sup>1</sup> 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.

nature of the harm they might cause'. (DfES/DOH Guidance for Restrictive Physical Interventions, July 2002).

This policy does more than simply outline the use of physical intervention at The Grange Primary School. 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 effective Safeguarding Practice, our Care and Control Policy describes 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.

### 1. 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 PSHCE/social curriculum in order to teach them more appropriate ways of seeking attention. Where possible, staff will always endeavour to use 'safe hugs' and the 'friendly hold' as defined in Team Teach training.

### 2. 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 (Prompt, Guide, Escort). The techniques implemented here will include 'turn, gather, guide' and the 'friendly or small child hold'. The important factor within these situations is the compliance of the child. This will determine the level of intervention.

### 3. Restraint/Restrictive Physical Intervention:

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. All such incidents are recorded and reported to parents and will be stored in an accessible way.

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

Guiding / cupping of elbows

Guided Walk

Safe Hug (side-to-side)

Single Elbow (1 and 2 person)

Double Elbow (1 and 2 person)

Caring 'C'

Beanbag Hold (1 and 2 person)

Help Script

Hand Holding – to guide a child

Friendly Hold

Change of Face

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 the school's standard recording form.

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Behaviour Support Plans and Positive Handling Plans document triggers and agreed strategies used to encourage appropriate behaviour.

Positive Handling Plans document agreed strategies to support an individual who has levels of arousal which can result in a crisis requiring the pupil to be restrained in order to prevent injury to themselves and others.

### **When may pupils be physically controlled?**

The use of physical control will be avoided whenever possible; it will not be used as a substitute for excellent behaviour management. Strategies for de-escalation, diversion and negotiation will always be employed first, unless this would be impractical or likely to increase any element of danger.

The main reason to physically control is to keep people safe and it must be remembered that any can carry the risk of injury to pupils and staff.

It may be used:

- to prevent a pupil injuring themselves or others (e.g. attacking staff or other pupils).
- to prevent a pupil damaging property (e.g. deliberate vandalism) in an emergency e.g. fire, flood or building collapse.
- where a criminal offence is being committed (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility).
- when a pupil is absconding from the premises restraint should only be used if the pupil's level of maturity, emotional state or the location of the incident suggests they may not keep themselves safe when outside staff supervision.
- where a pupil is engaging in behaviour prejudicial to maintaining good order and discipline at the school or during a teaching session off site. If restraint is used to establish good order, the intention should be that the actions will defuse the problem rather than exacerbate the problem.

### **Who may use physical control?**

All school staff members have a legal entitlement to use reasonable force in the situations described above however members of staff should not put themselves at risk. An individual would not be seen as failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

## **UNDERPINNING VALUES**

Everyone attending or working in The Grange Primary School has the 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 pupils needs, by staff that 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 and procedures and 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 Behaviour Support Plans and/or Positive Handling Plans to promote the good behaviour of their child and that efforts have been made by them to ensure that he/she understands and follows the school's Behaviour Policy.

### **AUTHORISED STAFF:**

At The Grange Primary School, the power to use reasonable force applies to any member of staff, and any other person to whom the Headteacher has authorised to have control or charge of pupils. This can also include people to whom the Headteacher 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 relevant staff and the Headteacher retains a list of all those staff trained.

In the case of supply staff school policy, procedures and protocols will be made clear and all Behaviour Support Plans and Positive Handling Plans will be shared.

Authorisation is not given to volunteers, students on placement, visitors or parents as they will not have charge of pupils who may present with challenging behaviour, but will be supervised at all times.

Authorisation is not given to Lunchtime Welfare Staff unless trained in Team Teach techniques to support key identified children.

The Headteacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Headteacher will ensure that those authorised are aware of, and understand, what the authorisation entails. Those whom the Headteacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed.

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

### **TRAINING:**

Training for all staff will be made available as appropriate and is the responsibility of the Headteacher. 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.

The Grange Primary School is committed to implementing the Team Teach Approach, 'working together to safeguard people and services'. Further information in relation to Team Teach can be found at <https://www.teamteach.co.uk/>

All training provided at The Grange Primary School takes into account the need for awareness around elevated risks in association with restrictive physical interventions. This aspect is a core element of the curriculum provided by Team Teach.

Physical techniques are not used in isolation and The Grange 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.

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.

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.

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 Behaviour Support Plans.

Risk Assessments are completed against each child when physical restraint may need to be used in the context of the identified target behaviour(s) and environments in which they occur. The assessment should identify the benefits and the risks associated with the strategies being proposed.

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.

## **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.

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 a repeated request for compliance;
  - an explanation of why observed behaviour is unacceptable;
  - an explanation of what will happen if the unacceptable behaviour continues.

A statement of intent that physical intervention may well be used alongside a reminder that holding will cease when the child shows compliance. If possible, summon assistance from additional staff through Help-Protocol

- Physical intervention. Reasonable force being used to prevent a child harming him or herself, others or property.

Training in physical intervention given to staff will include sections on the current legal framework, background, theory and rationale behind the Team Teach Approach as well as an understanding of personal space, body language and a personal safety curriculum prior to any physical techniques being taught.

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.

**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.**

**We do not seclude pupils at The Grange Primary School.**

#### *Definitions*

- *‘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.*
- *‘Time out’ which involves restricting the child’s access to all positive reinforcements as part of the behavioural programme in a room or area which they may freely leave.*
- *‘Withdrawal’ which involves removing the child 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. (Section 3.13 DfES/DOH, July 2002)*

Wherever possible, assistance will be sought from another member of staff. Positive Handling at The Grange Primary School 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.

A specific script used by staff at The Grange Primary School in order to support each other is the ‘Help Protocol’. The following provides an aide memoir of this script: -



## **HELP PROTOCOL:**

'Hello (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.

We also use the Help Script as a verbal strategy to diffuse and de-escalate.

## **DURING AN INCIDENT**

Staff should use the Help Script as a framework to defuse or de-escalate a situation.

Staff should remain calm and not adopt a confrontational manner. They will use the safe stance to support defusion and de-escalation they will be aware of children's personal space and the 'circles of danger.'

Talk will be low, slow and quiet.

Physical prompts may be used to reassure e.g. Caring C on the elbow/the Friendly Hold to guide, escort or encourage.

If the child's tension increases desired behaviours should be stated, enforceable limits set choices and alternatives offered.

If the situation continues to escalate with the child moving towards danger or threatening or hurting others, staff should firstly attempt to remove other pupils at risk and summon assistance from other staff.

Ongoing dynamic risk assessment on the part of the member of staff may determine that it has become absolutely necessary to hold or restrain the child. If this happens ensure that face, voice and posture are supportive and not aggressive.

Staff should maintain appropriate communication with the child throughout an incident continuing to offer options and advice to de-escalate the situation.

Members of staff not involved in an incident may use the Help Protocol to offer assistance. Such assistance may involve another member of staff taking over allowing the child to respond differently to a "change of face."

(Section 3.13 DfES/DOH, July 2002)

## **RECORDING:**

Staff must inform a member of the Senior Leadership Team as soon as possible.

Where physical control or restraint has been used a record of the incident will be kept. This record should be made in the school Serious Incident Book.

This is a hard-backed book, with numbered pages, this can be found in Deputy Headteacher's Office and written on the appropriate record sheet. All reports should be factual and to the point, clearly describing the verbal and non-verbal strategies employed. In addition, a 'Record of Use of Reasonable Force' needs to be completed.

Appropriate documentation will be completed as soon as possible after the incident, normally prior to staff going home and be signed by all staff involved and the Headteacher/ Deputy Headteacher/Assistant SEND Manager.

All adults involved in and/or observing the incident are required to complete the relevant recording form. The young person is also welcome to contribute their account in whatever way is appropriate.

The incident will be reported to each parent by whatever means has been agreed with the parents. In this case "parent" 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" 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 will result in significant harm to the pupil, then the incident should be reported to the Local Authority.

A Health and Safety Accident/Incident Form will be completed and returned in situations where injury has occurred to either members of staff or pupils.

There are two types of record sheet:

**1) The Grange Primary School 'Serious Incident Record'**

(available R:ARIBS /ADMIN/ Behaviour Templates) *(Please see appendix 1)*

This format is used to record incidents where a pupil becomes defiant/ distressed/ destructive/self harming and or has disrupted the education of others and has needed to be supported beyond the day to day classroom behaviour management strategies e.g. being guided to use calm down room. Such incidents will be reported to parents by face-to-face, home-school diary, text or email.

Any pupil presenting such significant behavioural difficulties should have a Behaviour Support Plan.

**2) The Grange Primary School 'Record of the Use of Reasonable Force'**

*(Please see appendix 2)*

This format is used to record serious incidents where as a last resort, following dynamic risk assessment, reasonable force has been used to protect a child from harming themselves or from harming others. This report must be handwritten and passed to a member of the Senior Leadership Team as soon as possible. All Serious incidents involving the use of Reasonable Force will be reported to the parents.

If more than one person is present during the incident then each adult should fill in their own 'Record of the Use of Reasonable Force.' Any child that has needed to be restrained should have a Positive Handling Plan established in consultation with parents/carers.

Please note the Behaviour Support Plan and Positive Handling Plan are available R:ARIBS/ADMIN/Behaviour Templates

## **ACTION AFTER AN INCIDENT:**

### **THE POST INCIDENT SUPPORT STRUCTURE FOR PUPILS AND STAFF (Reflect, Repair and Rebuild).**

Staff will choose an appropriate time to Reflect, Repair and Rebuild their relationship with the child. The SEND Manager / Assistant SEND Manager will ensure that this process has taken place. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. When time and effort are put into a post incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships.

### **STAFF SUPPORT (Post Incident Debrief)**

At The Grange Primary School, we have an ethos of mutual support and after a crisis, members of staff need support as well as the child. They will be provided with space, reassurance, someone to listen to them and appropriate guidance from the SEND Manager / Assistant SEND Manager.

Staff who wish to seek additional support from a colleague or representative from a professional association may wish to do so at this point.

The Post Incident Debrief provides an opportunity to reflect on practice and review or amend any plans which may be in place, or to create new ones where necessary.

The Headteacher 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 Behaviour Support Plan/Positive Handling Plan.
- School Behaviour Policy.
- Exclusions Procedure.
- Safeguarding Policy - 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.

### **HUGS, KNEES AND HANDOVERS:**

At The Grange we teach the children personal safety strategies through our PSHE curriculum which incorporates Discovery Education Health and Relationships Programme. We also aim to teach the children what is appropriate touching in the context of school.

If a child hugs a member of staff face to face they will be encouraged into the 'safe hug' position (side-to-side).

If a child climbs on a member of staff's knee they will be reassured and swiftly moved into an appropriate position alongside the member of staff.

If a parent wishes to handover a distressed child starting school, then this will be carried out low down, possibly in a seated position.

Holding hands is an appropriate way to comfort and guide a child.

## **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.

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.

If parents/carers have on-going concerns about the incident, the Headteacher should discuss the school's complaints procedure with them.

## **Behaviour Support Notes**

Staff working on playground duties will be provided with a photo and useful practical information about individual pupils who have particular behavioural needs.

## **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 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.

At The Grange Primary School, Mrs Claire Bold is the named member of staff undertaking termly audits of incidents and feeds back findings to the Headteacher and Governing Body.



## Grange Primary School Serious Incident Record

Child: Class:	Entry No:
Date:	Time:
Trigger/Cause (where possible to identify)	
Description and Strategies used:	
Behaviour/s involved;	
Injuries (pupil/staff)	
Action taken - Reflect Repair Rebuild	
Pupil's response:	
Person reporting :	
Witness:	

**The Grange Primary School**  
**CARE AND CONTROL OF PUPILS**

**RECORD OF THE USE OF REASONABLE FORCE**

**SECTION ONE**

**SERIOUS INCIDENT BOOK REFERENCE NUMBER** .....

Reference should be made to the School's Policy on Care and Control of before completing this report form.  
This report should be completed as soon as practically possible after the incident.

Name of Pupil.....

Registration Group/Class & Year Group.....

Date and Time of Incident.....am/pm

Place and Activity.....

Reporting Staff .....

Job / Role .....

Other adult(s) involved in incident.....

.....

.....

Looked After Child Y/N                      Ethnicity .....

**1.RECORD OF INCIDENT**

**Why was the use of reasonable force in the best interests of the pupil?**

**Why? (Dynamic Risk assessment)**

Was the pupil concerned liable to injury?      Yes / No

Were other pupils liable to injury?              Yes / No

Were staff /people liable to injury?            Yes / No

Was property about to be damaged?           Yes / No

Was good order prejudiced?                    Yes / No

Other? Please describe below                   Yes / No

Agreed by Special headteachers 23.04.09

**1.1 Concise details of how the incident began and presenting behaviours?**

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**1.2 Strategies other than restrictive physical intervention that were used - Please tick**

Verbal/non verbal advice and support	Humour
Reassurance	Options (offered)
Calm talking/communication /help script	Distraction
Time out ( offered)	Time out (directed)
Step away/move away	Help Protocol
Pupil(s) told to stop fighting	
Other : Please describe	

**1.3 Description of graded physical intervention used**

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**Approx duration of physical intervention .....**

**1.4 Record of any immediate injuries to pupil**

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**Action Taken**

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**Time of check..... Staff name .....**

**Record of later check .....**

**Time of check..... Staff name .....**

**Pupil Accident Log** ☐

**1.5 Were any other pupils injured? YES/NO Name(s).....**

**Pupil Accident Log** ☐

**1.6 Were you injured ? YES/NO**

**1.7 Were any other adults injured? YES/NO**

**Name(s).....**

**1.8 Record of any damage to property**

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**1.9 Measures taken to ensure that the pupil was calmed after the incident**

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**1.10 Signature of staff making report .....Date.....**



**The Grange Primary School  
CARE AND CONTROL OF PUPILS**

**RECORD OF THE USE OF REASONABLE FORCE**

**SECTION TWO : LEADERSHIP TEAM ACTION**

**SERIOUS INCIDENT BOOK REFERENCE NUMBER** .....

**2.1 Person completing this section** .....

**2.2 How parents /carers informed/by whom**

**2.3 Signature of member of staff informing parents/carers**.....

**Date**..... **Time** .....

**2.4 Any further action /information**

**2.5 Signature of Head/Deputy**

**Name** ..... **Signature** .....

**Role**..... **Date**.....

**Does the pupil have a positive handling plan? YES/NO**

**Has this incident been logged in the Serious Incident Book? YES/NO**