



# Thriftwood School & College

---

## Promoting Behaviour for Learning Including the Use of Reasonable Force

---

Care Guidance and Support Policies  
Reviewed Annually by the Governing Body



At Thriftwood Academy we have high expectations of behaviour and personal achievement for all of our pupils. This is established by providing a caring and stimulating environment. Pupils are encouraged to be independent, develop self-control and show respect for others. The use of rewards and sanctions is an integral part of successful pupil management and is both consistent and fair.

We believe that good behaviour promotes effective learning. Staff, parents and pupils themselves are essential in ensuring that this is understood and maintained.

*“Safeguarding is at the heart of the School and College. Pupils are exceptionally well cared for. Pupils say they feel safe and know how to stay safe.” Ofsted 2017*

## Our Legal Framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006

This policy also has due regard to DfE guidance, including, but not limited to, the following:

## DfE ‘Behaviour and discipline in schools’ 2016

This policy should be used in conjunction with the following school policies:

- Exclusion Policy
- Code of Conduct
- Anti-Bullying Policy

## Definition of ‘Behaviour for Learning’

The phrase, ‘Behaviour for Learning’ relates to how the students conduct themselves in order to access appropriate learning, i.e.:-

- What learning attributes, in terms of focused attention, self-confidence, ability to participate, independence in learning and levels of resilience do we wish them to acquire?
- How do we help students to conduct their relationships with others? e.g. how do we help them to interact, socially, show empathy, respect and tolerance?



- How do we support students in engaging with the curriculum? What are their interests and skills? Can they adapt to and persevere with, difficult subjects and situations. Can they identify how they learn best?

All aspects of School and College life is centred around the development of these skills and attributes in order that learning can take place and future pathways into further learning and employment are facilitated. All staff are committed to supporting these skills.

Students are encouraged to develop using positive Codes of Conduct.

### The Thriftwood School Code

The Code of Conduct for Thriftwood School is promoted widely and helps to contribute to the positive ethos throughout the school. The code in the school context sets out expectations as follows:

- Show respect
- Be kind
- Listen well
- Work hard
- Tell the truth
- Take care of property
- Be friendly

### The College Code of Conduct

In the college environment the code reflects a more adult perspective regarding principles for learning:-

<b>E</b>	<b>Enterprise</b>
<b>N</b>	<b>Nurture</b>
<b>R</b>	<b>Respect</b>
<b>I</b>	<b>Integrity</b>
<b>C</b>	<b>Compassion</b>
<b>H</b>	<b>Honesty</b>



## Expectations

In order to promote positive behaviours it is expected that in each part of the school/college there will be:-

- Effective presence/supervision/time keeping of all staff in room
- Appropriate application of rules
- Supportive yet firm approach/style
- Focused attention
- High expectation
- Effective match of curriculum to the individual
- Effective use of positive attitudes and rewards
- Team responsibility
- Good organisation of space/resources/timetable
- Appropriate forms of communication – signs/symbols

## Managing Behaviour

Thriftwood staff are trained on a yearly basis in supporting good behaviour for learning in our school. Training involves:

- Person centred practice
- The use of positive behaviour strategies
- **De-escalation**
- **The use of reasonable force and handling**
- **The use of time out**



## Handling Pupils and the Use of Reasonable Force

### STATEMENT

We believe at Thriftwood that it is every individual's right to be educated and work in a safe and secure environment. Therefore at times it is necessary on the part of the Headteacher to authorise and carry out the handling of pupils and the use of reasonable force.

As part of our Behaviour Policy, all staff at Thriftwood School are aware of the regulations regarding the handling of pupils, when incidents occur. Incidents where handling may be necessary fall into three broad categories as follows (as stated in section 93 of the Education and Inspections Act 2006).

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

There are many types of situation where reasonable force may be appropriate, or necessary to control or restrain a pupil, examples of these can be found in Appendix 1 of this policy. Thriftwood staff are aware of this list of examples whenever incidents occur.

Thriftwood follows the Guidance set out in the document

'Use of Reasonable Force in Schools' – DfE July 2013

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>



## INCIDENT MANAGEMENT AND MINIMISING THE NEED TO USE FORCE

All incidents of the nature described formerly are dealt with consistently by our staff as follows:

1. Assess situation and degree of risk. Decide on course of action:
  - (a) talk down procedure, or
  - (b) passive handling with a second adult present
2. Prevent pupil from carrying out the actions as stated in Section 10 of the Education Act by employing handling techniques.  
(This means that the only force used, is to safely control movement. Often this means each adult taking a safe hold on the wrist and upper arm and guiding to a seated position, in extreme cases this may involve safely manoeuvring a pupil to the floor).
3. While the handling is being carried out, talk down procedure is employed to de-escalate the pupil's behaviour.
4. When the pupil is sufficiently calm, they will be released.
5. The incident will then be recorded on the incident sheet (Appendix 2) by all those present. Opportunities for talking through the incident will be available for all participants.
6. Action regarding discipline will then be decided upon.

## REASONABLE FORCE

As stated in Section 93 of the Education Act – there is no legal definition of ‘reasonable force’. At Thriftwood we directly refer to Sections 16 to 18 in order to assess the degree of handling required for each incident.

Please refer to the following section of the Guidance in order to fully appreciate the Thriftwood Policy for the use of handling pupils:

*“There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour. However, deciding whether misbehaviour is trivial also depends on circumstances. For example, running in a corridor crowded with small children may be dangerous enough not to be regarded as trivial.”*

## PROPORTIONATE RESPONSE

‘**Proportionate Response**’ forms part of our Manual Handling and Restraint Policy and is understood by staff. This ensures that any physical interventions are proportionate to the situation. This is monitored via incident reports by the Deputy Headteachers. Staff are aware of the process they need to follow when deciding to use force.



## AUTHORISATION TO USE HANDLING

The Headteacher permanently authorises all staff to use low level, non-restrictive manual handling strategies such as:

(Students and visitors to the school are not authorized to discharge handling procedures).

- Guiding – the use of the flat of the hand in the small of the pupil’s back giving directions.
- Shepherding – the use of non-verbal signals and guiding body movements.
- Supporting pupils needing help i.e. for SEN pupils with stability problems, helping them up to and down from levels.
- Blocking – standing in the way of pupils in certain circumstances.

The Headteacher authorises all staff to use the following strategies when the pupil contravenes the guidelines given in Section 93 of the Education and Inspections Act 2006.

- Holding:
  - a pupil’s hand for safety or prevention from running away.
  - a pupil safely to remove them or move them.
- Confining:
  - in circumstances where pupils are aggressive or attempting to run away and may be confined in a secure space or doors blocked preventing escape or to minimize the impact on other pupils.
  - shoes may be removed for staff and pupil safety.

## THE USE OF SECLUSION

The school recognizes that seclusion is a form of physical intervention. The use of ‘time out’ in a designated area is used in conjunction with this policy. Pupils demonstrating violent behaviors may be taken to ‘time out’ where they will not need to be restrained.

The Headteacher authorises the Leadership Team and the Home School Liaison Manager to carry out acts of restraint.

- Restraint - pupils in extreme cases, where they may injure themselves or others including staff may be held in a brief restraint. This will be done only to prevent harm to the pupil, other pupils or staff and to move to a safe location.



---

**COMMUNICATING WITH PUPILS**

Pupils will be given a commentary and warnings about the handling that is taking place.

All incidents will be recorded using the school's Incident Report sheets.

Deciding to use force will result from making a judgment that:

- no other means would have the desired outcome
- the seriousness of the incident
- the relative risks of using force rather than not using force

**STAFF TRAINING**

The school recognizes accredited training is available but this does not preclude a member of staff using reasonable force where needed.

All staff will be given appropriate in-house training in the application of the Policy once a year. New staff will be inducted with the policy and will be given a mentor to support them in carrying out its contents.

Governors will be informed and kept up to date with developments in this policy. Governors will be invited to the staff training once a year.

**PLANNED USE OF PHYSICAL INTERVENTIONS**

Pupils who present with persistent challenging behaviours will be subject to risk assessments and Physical Intervention Plans. In agreement with parents strategies for use on a regular basis may be required.

**COMPLAINTS AND ALLEGATIONS**

Incidents will be recorded using the school Incident Sheets. If restraint has been used parents will be informed.

Complaints with regard to the use of handling should be directed to the Headteacher or the Governing Body. Guidance may also be sought from the Children's Safeguarding Board.

**MONITORING AND REVIEW**

The Policies for Pupil Care will be reviewed annually and training needs will be identified and planned for.

The Deputy Headteacher and Leadership Team will monitor the use of physical interventions and the impact of the Policies. The Deputy Headteacher will report back to the Governing Body.

**FURTHER INFORMATION**

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> Use of Reasonable Force in Schools July 2013





## APPENDIX 1

### EXECUTIVE SUMMARY

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

Staff members can sometimes be worried that using force will lead to false allegations of unreasonable or unlawful conduct in the form of a complaint or legal action. But if the force used is reasonable all staff will have a robust defence against any accusations. This guidance is intended to help staff feel more confident about using force when they think it is right and necessary.

Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result.

In schools force is generally used for two different purposes – to control pupils and to restrain them.

- Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).
- When members of staff use “restraint” they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

Some examples of situation where reasonable force might be used are:

- to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- to prevent a pupil causing deliberate damage to property;
- to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- to prevent a pupil behaving in a way that seriously disrupts a lesson; or
- to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.



## Risk Management Plans

Pupils identified with specific behavioural needs have a Risk Management Plan drawn up (see Appendix). This document details the behaviour causing concern, primary indicators and strategies that need to be implemented to ensure the pupil is safe and their behaviour supported effectively. The Plan is shared with parents and reviewed regularly.

## Pastoral Support

The academy prides itself on the outstanding support given to its pupils.

*“All policies are in place and reflect the latest national guidance. Staff are very well trained in all aspects of Safeguarding. Detailed risk assessments are regularly updated.”*  
Ofsted 2017

## Home School Liaison

As part of the pupil support structure the Pastoral Team and specifically the Home Link Managers work with children and their parents and carers ensuring that communication between home and school is effective and supportive. Her activities may include:

- Supporting parents with issues at home
- Acting as mediator between pupils, parents and carers
- Working in partnership with other agencies
- Supporting pupils with behaviour in school
- Supporting pupils one-to-one with home/school issues

The Home School Liaison Managers work in close partnership with the Headteachers and Leadership Teams and both act as the Deputy designated Leads for Safeguarding

## School Rewards

Each part of the school uses a variety of rewards which celebrate both academic and personal achievement. Celebration assemblies recognise the broad range of pupils' accomplishments, rewards may include:

\*Stars and Thrifts   \*Housepoints   \*Certificates  
\*Trips Out   \*Golden Time/Free Time   \*Pupil of the Week



## The School House System

The school is divided into houses:-

- Springfield
- Chelmer
- Hylands
- Baddow

The pupils will be rewarded with house points for good work, behaviour and citizenship. There are inter-house competitions and events throughout the year and a trophy is awarded for the house with the most points in the summer term.

## Assemblies

During the week each department will present assemblies promoting the spiritual, moral, social and cultural curriculum. There will also be celebration assemblies and collective reflection time.



## Assessment of Risk in Relation to Behaviour

Assessing the risks when teaching students with disability or SEND is about identifying the action necessary to manage the risks to the individual, staff, students and others. Most students will not require specific adjustments and **Risk Management Plans**, but by the very nature of their additional needs, dynamic reviews of **Thriftwood's Risk Assessment Strategy** will be necessary to account for any changes in the individual in relation to the School or College.

Where an individual's disability or SEN creates specific health and safety risks to other students and staff, including those associated with communication, mental health, social, emotional, behavioural and medical needs, risk management needs to be compiled and agreed on a case by case basis. There is no 'blanket' strategy to fit all.

### Key health and safety risk factors

As part of our work with students, the School and College will need to risk assess the following according to the SEAX Trusts delegated responsibilities, policy and legislative frameworks (This is not an exhaustive list) :-

- Management of life-threatening conditions in young people
- Behavioural and mental health difficulties and diagnoses
- Administration of medication/monitoring procedures
- Moving and handling of students with physical disabilities, access arrangements
- Use of force
- Risks to others due to behavioural issues
- Access to school trips to those who may present risks, i.e. whether it is safe or not to include students
- Presentation of opportunities for independence
- School/college trips and visits
- Critical incidents
- Suitability of the School /college building for specific learners
- Personal and intimate care, e.g. toileting and dressing.

### The Legislative Framework

Schools and colleges, when considering risk, need to consider the frameworks governing health and safety, individual rights and national and local guidance, in order to make the best decisions for the global safety and wellbeing of all. These frameworks are often in conflict with one another and decision making must inevitably encompass the duty of care to all within the environment as well as the individual. This is often a fine balance and is considered on a case by case basis, taking account of all of the viewpoints invested in the needs of the situation.

The frameworks which need consideration are:

- **The Health & Safety at Work Act 1974** – the HSE outlines the 'duty of care': *the organisation must take reasonable steps to ensure that staff and students and others are not exposed to risks to their health and safety*
- **Employment Law** – legal frameworks including
- **The Children's Act 1989 (Section 3)** which outlines the duty of a responsible person to do *all that is reasonable* to safeguard a child
- **The Equality Act 2010 and The Code of Practice for SEN** – Schools and colleges have a *duty to make reasonable adjustments which are non-discriminatory and do not impede entitlement*



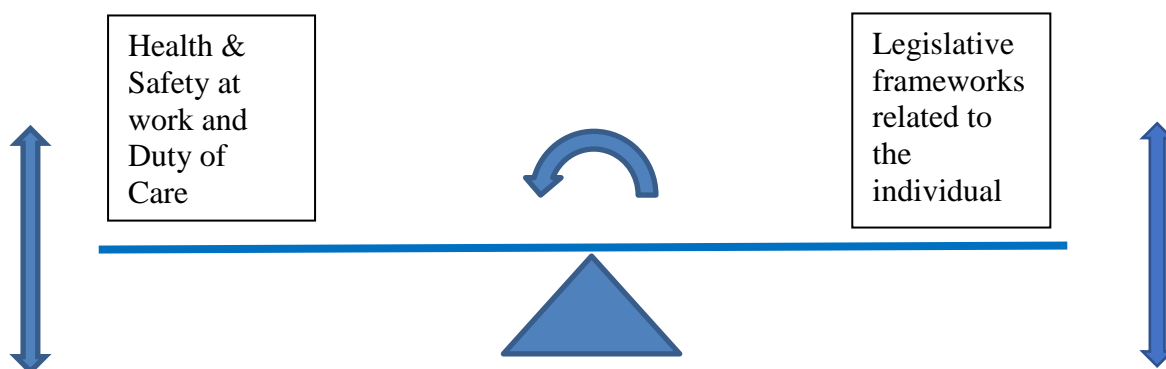
- **DFE Guidance** – Schools and colleges are presented with policies and practice from the DFE, some of which are statutory, such as Keeping Children Safe in Education September 2019, and some which are for guidance only
- **Local Authority Guidance** including safeguarding, exclusions, trips & visits, Health & Safety
- **SEAX Trust Policies** – the Trust delegates the responsibility for safeguarding and Health & Safety to the Headteacher and the leaders in school and college
- **School and College Policies** - procedures and decision-making frameworks such as Risk Assessments and Risk Management Plans, the application of medical protocols and the use of reasonable force

### Risk Management Decisions

In taking all of the above into account, the primary focus will be to ensure that a young person can fully participate, wherever reasonable. However, when individual needs and reasonable adjustments continue to present a risk that cannot be mitigated to an acceptable level, then more emphasis will be given to the health and safety aspects of the situation. This may include the management of life-threatening medical conditions, unacceptable risk presented by aggressive or threatening behaviour or complex mental health issues that may present risks to the individual and to others.

All stakeholders should be made aware of this decision-making process, which will be transparent in nature and will be highlighted each time a risk management procedure takes place, when de-briefing an incident and when planning for the needs of a range of learners within the environment.

#### Decision-Making Model regarding Risk Management



All risk management plans for individuals, any medical protocols and any admissions to the school or college will use the model above to ensure that balance is achieved in meeting need and in protecting the health and safety of all.

The application of this approach to Risk Management ensures that any decisions regarding sanctions are made based on Health and Safety considerations and the benefits for all and guard against discriminatory practice.



## Sanctions

Throughout the school/college, setting high expectations for behaviour means that sanctions will be used in order to maintain the standards we set. These may include:-

- Loss of parts/all of break times/lunch times
- Removal of pupils from peers
- Removal from own class to another class
- Time out
- Missing trips/high value events/Residential
- Reporting to parents
- Loss of privileges/golden time

Should behaviours be deemed to be more serious than not following the Thriftwood Code then more formal sanctions will be used. These may include:

- Request to parents to pick up their child following an accident
- Fixed term exclusions
- Permanent exclusions

**To find guidance for Essex protocols regarding exclusion follow this link:**

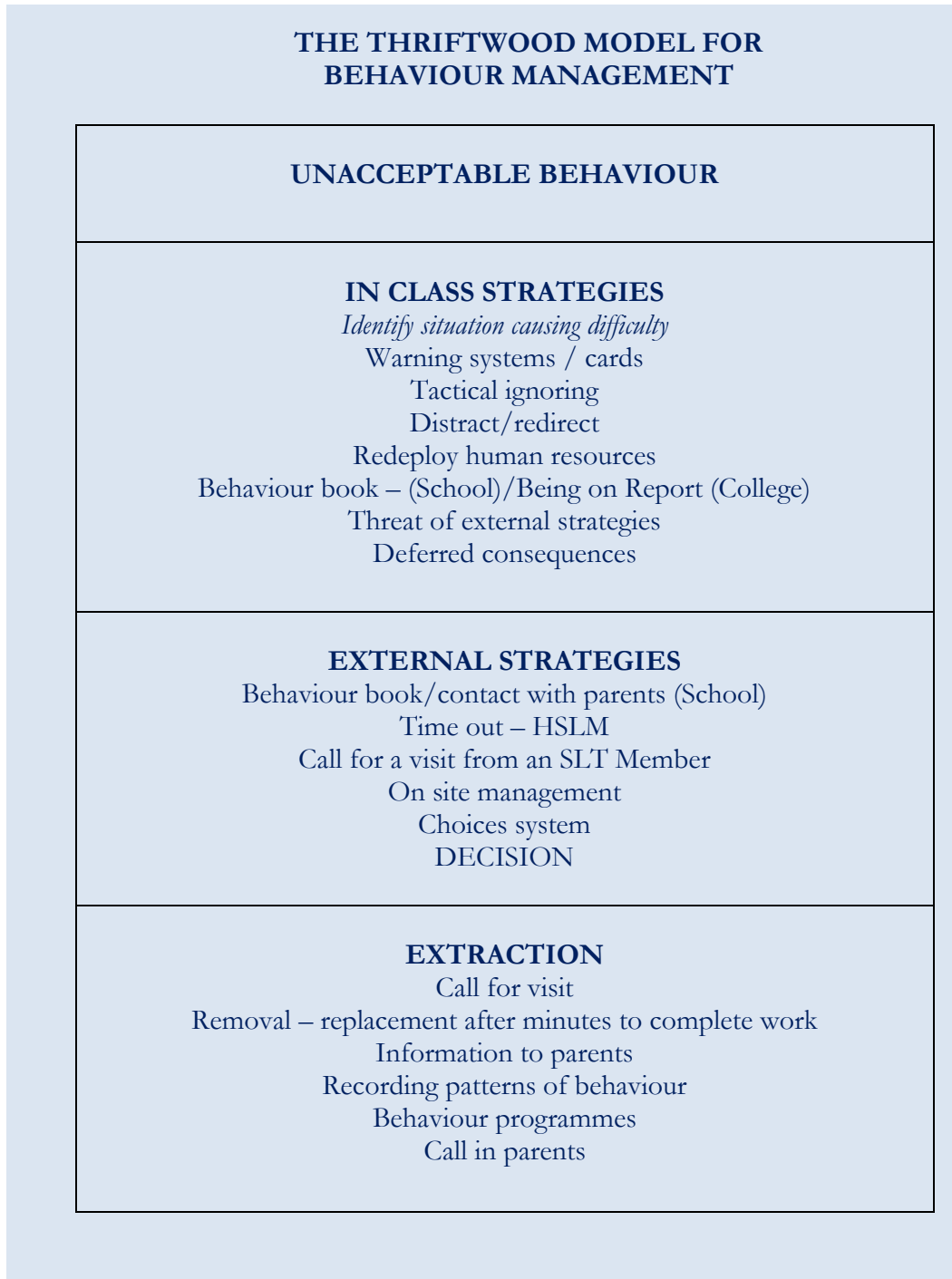
[http://esi.essexcc.gov.uk/vip8/si/esi/content/binaries/documents/Service\\_Areas/Pupil\\_Support/Excluded\\_Pupils/EXCLUSIONS\\_FROM\\_SCHOOLS\\_Aug07.doc](http://esi.essexcc.gov.uk/vip8/si/esi/content/binaries/documents/Service_Areas/Pupil_Support/Excluded_Pupils/EXCLUSIONS_FROM_SCHOOLS_Aug07.doc)



**Procedures and Practice**

Staff are aware of what constitutes unacceptable behaviour in our school and will use the following procedure to ensure a consistent and well managed approach.

The procedure for managing behaviour is as follows:





## Incidents

Any more serious incidents occurring in school are recorded using common systems> These systems are, 'My Concern' for Safeguarding issues and 'Arbor' for incidents. These incidents are recorded under the following circumstances:

- where an action has caused harm to another pupil or member of staff
- where any damage to property has been caused
- where any serious/disruption/verbal abuse has occurred
- where any student has been handled e.g. passively restrained, removed, guided, calmed

Incidents are logged and monitored by the Leadership Team. Trends and patterns of behaviours are tracked using an ongoing monitoring process for all students in both School and College.

Any incidents of bullying or intimidation are managed in line with the 'Anti-bullying Policy'.

## Parental Involvement

Parents will be asked to support the school policy for behaviour by:

- Promotion of the Thriftwood Codes at home
- Attending relevant meetings throughout the year
- Communicating with staff appropriately through home school diaries/ by email or by telephone
- Support the school to administer sanctions





## Pupil Involvement

Pupils will contribute via questionnaires, meetings and informal question and answer sessions

- to the development of good behaviour via the school/college council
- their views regarding
  - anti-bullying
  - rewards
  - safety of the school

*“Pupils do not hesitate in approaching teachers if they have any worries. They know that teachers will provide the necessary support and action to resolve any concerns.” Ofsted 2017*

## Appendices

The following section includes:

- Incident Reporting Sheet
- The Thriftwood Code
- Risk Management Plan



APPENDIX 1

THRIFTWOOD STUDENT INCIDENT SHEET



- To be completed by member of school staff and given immediately to the **Headteacher**
- Complete for:
  - An action which has caused injury/harm to another pupil or member of staff
  - Damage caused to property
  - Serious disruption/abuse
  - Any student who has been handled – guided, calmed, removed, using reasonable force. Any use of reasonable force should be described and recorded on the diagram overleaf

Name of Pupil(s) involved: .....

Date: ..... Time: ..... Location:

Name of Staff / Witness: .....

**Activity before the INCIDENT:**

**INCIDENT:**

Aggression towards staff  Aggression towards a pupil  Disruptive behaviour   
 Verbal abuse  Damage to property  Hurting themselves

**DESCRIPTION:**

**DETAILS:**

**ADULT ACTIONS**

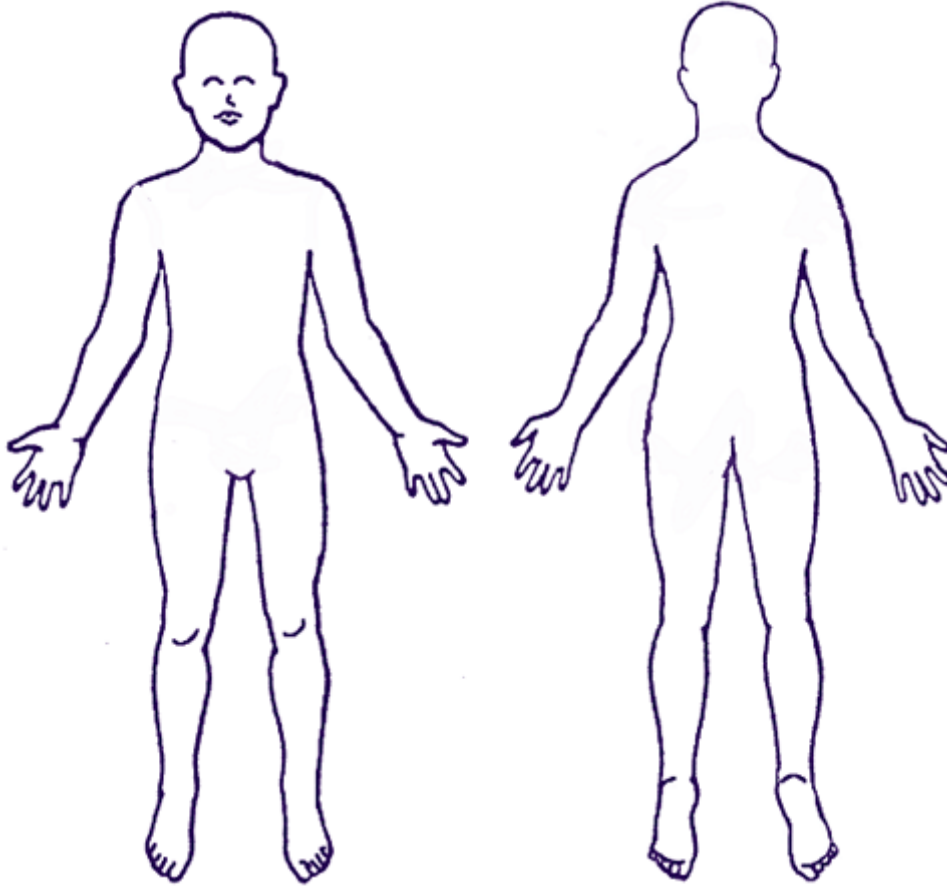
Defuse / de-escalate   
 Direct pupil away from the situation   
 Follow pupil RMP   
 Call for assistance   
 Use of control–guiding/blocking   
 Use of reasonable force–2 adults MINIMUM

Signed:



### RECORD OF HANDLING TECHNIQUES USED IN AN INCIDENT

*Staff: Do not enter into restraint with a pupil if suffering from heart conditions, bad back or an existing injury.*



Members of Staff Involved:

Any Additional Information:



APPENDIX 2



Show respect



Be kind



Listen well



Work hard



Tell the truth



Take care of property



Be friendly

**RISK MANAGEMENT PLAN****Incorporating Positive Handling plan**

<b>Name:</b>	<b>Class/Year:</b>
<b>Initial Assessment:</b>	<b>Review:</b>
<b>Behaviour causing concern</b>	
<b>Who might be at risk</b>	
<b>Conditions that may increase the probability of the behaviour occurring</b>	
<b>Primary preventative strategies</b>	
<b>Early indicators that the pupil may be losing control</b>	



<b>Secondary preventative measures – put into practice once the above is noticed</b>	
<b>Physical intervention that may be employed</b>	
<b>Medical conditions to note</b>	
<b>Procedures to be followed after an incident</b>	
<b>Signed (Headteacher)</b>	<b>Signed Parent/carer</b>
<b>Date</b>	<b>Date</b>