



**Bishop John Robinson**  
Church of England Primary School

## Physical Contact Policy

**B**e the best we can;

**J**oin in Learning, Play and Prayer;

**R**emember God's Word

*"Jesus is the Anchor of my Soul." Hebrews 9:16*



The Diocese of  
**Southwark**



## Mission Statement

We want all adults and children to: **Be the best they can** in order to have best possible start in life and to make the most of the gifts God has given. To achieve this, we teach everyone *"Whatever you do, work at it with all your heart"* (Colossians 3:23) by;

- Set ambitious targets for all pupils and staff
- Continually look for ways to improve
- Have high expectations of behaviour for all

We encourage children to: **Join in Learning**, to promote academic excellence and to inspire everyone to value the importance of education in wider society. The bible teaches us God will *"Instruct us in the way of knowledge and wisdom and lead us along straight paths"* (Proverbs 4:11). To achieve this we;

- Provide an engaging curriculum with opportunities for learning in a variety of contexts
- Strive for all lessons to be focussed and engaging to allow all children to achieve
- Support deeper levels of understanding so that children can apply learning to different settings

For children to: **Join in Play** is important at BJR because Play is essential for everyone's social and emotional development. It is a vital life skill which helps children to form the adult they will become building trust, forgiveness and resilience. Play is the foundation for learning compassion and the Golden Rule *"Do to others as you would have them do to you"* (Luke 6:31). To promote positive play we;

- Have dedicated staff who promote play EVERY PLAYTIME
- Promote the importance of play through PLAY DAYS
- Invest in the playground as a learning resource

We want the school community to: **Join in Prayer** as Christians believe that this is fundamental to developing a relationship with God as well as giving thanks and praise. We should *"Always be joyful. Never stop praying. Whatever happens, give thanks, because it is God's will."* (Thessalonians 5:16-18). We encourage this though;

- High quality collective worship for all children
- Daily acts of prayer
- Valuing the essential role of our School Chaplain

We believe that we should: **Remember God's Word**, as this is at the very Foundation of being a Christian school. In promoting a practical understanding and application of Christian Values we strive to; *"Train up a child in the way they should go, And when they are old they will not depart from it"* (Proverbs 22:6) through;

- Providing High quality RE teaching and daily collective worship for all children
- Regular visits to church and other places of worship

In all aspects of school life, our school vision is key to ensuring that Bishop John Robinson CofE Primary School offers the best education money can't buy. Our history and naval links, our entire spiritual and ethical ethos, and our approach to the school's curriculum is rooted in our individual and corporate identity: *"Jesus is the anchor of my soul."* (Hebrews 9:16).

## Aims

1. That the well-being of all children and staff is safeguarded.
2. That staff can provide a supportive and caring environment.
3. That staff can provide appropriate physical contact to help achieve these aims.

## Objectives

That staff are clear as to what physical contact is appropriate in different situations and what is not appropriate.

That staff know which documents to refer to in acquiring further information regarding physical contact.

This policy must be read in conjunction with all relevant school policies including the Inclusion Policy; Behaviour Policy; Anti-Bullying Policy; Anti-Racism Policy and the Equality Act 2010 school statement.

## Supporting Documents

Linked policies include: Safeguarding Child Protection Policy, Health and Safety Policy, Whistleblowing Policy, Safer Recruitment, Attendance Policy, Behaviour Policy, Anti Bullying Policy, Online-Safety Policy, Risk Assessments, Intimate Care Policy, First Aid and Illness Policy, Supporting Children with Medical Conditions Policy, Physical Intervention and Restraint Policy, Home Visit Policy, Educational Visit Policy, Searching, Screening and Confiscation Policy, Sexual Harassment and Sexual Violence between children in Schools Policy, Self-Harm Awareness Policy.

## Guidance regarding physical contact

There are times when physical contact with pupils is both appropriate and necessary, particularly with children in the primary age range (4-11). For example, physical contact may be appropriate and/or necessary when:

- Giving a child reassurance or support (cuddling them when they are upset, holding their hand when leading a line).
- Giving praise or congratulating a pupil (giving a 'high 5', shaking hands).
- Demonstrating how to carry out a particular skill (for example, supporting a child's body in PE, or using a ruler in Maths).
- Helping a child who has hurt themselves, for example administering First Aid.
- Similar situations where the child welcomes this support.

Staff should bear in mind that as children get older they can misconstrue even innocent physical contact. If staff are not sure, they should ask the child if they mind the physical contact (using child-friendly language suitable to the task). If a child rejects this support, the adult should not persist. (Such rejection might be due to cultural differences or because they may have been sexually or physically abused.)

Any **agency staff** working in the school are advised on arrival that the school expects them to avoid any physical contact with pupils. They are given a copy of this policy and the letter included in Appendix 2, which they are asked to read, sign and return to the staff in the school office at the start of the day.

Section 93 of the Education and Inspections Act 2006 recognises that situations can arise where it is appropriate and necessary for a member of staff needs to use 'reasonable force' to control or restrain a pupil; this usually requires a degree of physical contact. The term 'reasonable force' means using no

more force than is needed in the situation; the level of force must be both necessary and proportionate to the circumstances.

**Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil out of class/away from an altercation by the arm.

**Restraint** means to hold a pupil back physically or to bring the child under control. This is typically used in more extreme situations, for example when two pupils are fighting and refuse to separate without physical intervention or where a child needs to be restrained to prevent injury (either to themselves or others).

'Reasonable force' can be used to control or restrain a pupil in order to prevent a pupil from:

- a) Committing a criminal offence
- b) Injuring themselves or others
- c) Damaging property
- d) Engaging in any behaviour that disrupts good order and discipline (either on the school premises or during any authorised out of school activity – e.g. swimming lessons, a school trip).

Examples of the above situations are: -

- A pupil attacks a member of staff or another pupil.
- Pupils are fighting.
- A pupil is engaged in, or is on the verge of committing deliberate damage or vandalism to property: including his or her own property.
- A pupil causing, or at risk of causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.
- A pupil 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.
- A pupil absconds from a class or tries to leave the school. (NB: this will only apply if a pupil could be at risk if not kept in the classroom or at school).
- A pupil persistently refuses to obey a direct instruction to leave a classroom.
- A pupil is behaving in a way that is seriously disrupting a lesson.

### **Action Guidelines for Physical Restraint**

The member of staff should take a calm and measured approach to any situation. The member of staff should attempt to/continue to communicate verbally with the pupil throughout any intervention to resolve a situation.

If a member of staff is in a situation where they deem 'reasonable force' might be necessary, they should:

1. Try to verbally instruct a child to do whatever is necessary to stop the incident.
2. If a verbal instruction does not work, and the child refuses to stop their actions, then physical intervention may be necessary.
3. Seek support from another member of staff, if possible someone trained in Positive Handling.
4. Members of staff should stop using physical intervention with the child as soon as possible.

Example: In a situation where a child is hitting or kicking another child, the member of staff should verbally instruct the child to stop and to come away from the situation. If the child persists, and is clearly not going to obey instructions, the teacher may physically remove them from the situation. As

soon as the child is away from the situation, and the member of staff is confident they will not return, the member of staff should let go.

If a child is placed at risk through the actions of another child, it may be necessary to use physical intervention immediately without first trying verbal instructions.

Dealing with physically large pupils or a large group of pupils, staff could be at risk of injury if they intervened so in this case staff should remove other pupils at risk of injury/harm and summon assistance. While waiting for assistance, staff could continue to diffuse the situation orally.

As soon as possible after such a situation has occurred, the member of staff must write the whole incident down on a Physical Restraint Form (see Appendix 1) and inform the Headteacher, or in his absence, the most senior member of staff.

The written record should include:

- The names of pupils involved and when and where the incident took place.
- The names of any other staff/pupils who witnessed the incident.
- The reason the force was necessary.
- How the incident began and progressed including:
  - details of pupil behaviour;
  - what was said;
  - steps taken to defuse the situation;
  - the level of risk presented; - the degree of force used;
  - how force was applied and for how long.

The Principal should inform the parents that an incident has occurred and consult with them. Any complaint arising from any such incident will be dealt with using the school's complaint procedure.

### **Allegation against a member of staff**

If an allegation of inappropriate physical contact or the use of excessive force is made, the allegation should be brought immediately to the attention of the Headteacher (or most senior member of staff in his absence). The Headteacher must investigate thoroughly, speedily and appropriately.

### **In cases where the allegation is made by an adult (either on behalf of a child, or themselves)**

The Headteacher should gather statements from the teacher concerned, any adult witnesses and from the person making the allegation. The Headteacher should not make any informal judgements (e.g. I am sure that they didn't mean to, it's not like them, etc.).

### **In cases where the allegation is made by a child**

The Headteacher must sensitively ask the child what has happened, being careful not to use any leading questions. The child should not be sent back to class if the allegation has been made against their class teacher.

The Headteacher should gather statements from the member of staff, and any adult witnesses. The Headteacher must then phone the child's parents and explain the situation.

In **both situations**, all parties (including parents of the child) involved must be informed that the Headteacher will contact the LADO for advice and after gathering the statement from the teacher and the person making the allegation, will follow all subsequent advice.

*Further guidance regarding this can be found in 'Use of reasonable force: Advice for headteachers, staff and governing bodies' (p.7-7, DfE July 2013 – reviewed 2015) and 'Keeping Children Safe in Education (DfE September 2023).*

### **Using 'reasonable force' on pupils with SEN or disabilities**

The judgement on whether to use force should not only depend on the circumstances of the situation, but also on information and understanding of the needs of the pupil concerned.

### **Success Criteria for Monitoring and Evaluating Policy**

1. All incidents where physical intervention is required are recorded and fall within the guidelines of this policy.
2. All members of staff are aware of the contents of the policy, through including it in new staff induction programme, and revisiting it in each September during INSET.

### **Update and Review**

This policy was updated in October 2023

It is due for review in October 2024

## Appendix 1

### Physical Restraint Form

<b>1. Your Name:</b>					
<b>2. Name of Person Restrained:</b>					
<b>3. Date and Time of Incident</b>					
<b>Date</b>		<b>Time</b>		<b>Location</b>	
<b>4. Location of Incident</b>					
<input type="checkbox"/> Classroom	<input type="checkbox"/> Corridor	<input type="checkbox"/> School Hall	<input type="checkbox"/> Lobby		
<input type="checkbox"/> Playground	<input type="checkbox"/> Office				
<input type="checkbox"/> Other Location – Please Specify					
<b>5. Why was it Necessary to Restrain?</b>					
<input type="checkbox"/> Harm to Self		<input type="checkbox"/> Harm to Others		<input type="checkbox"/> Damage to property	
<input type="checkbox"/> Other – Please specify					
<b>6. Was any verbal reasoning / de-escalation used prior to the need to restrain?</b>					
<input type="checkbox"/> Yes			<input type="checkbox"/> No		
Please expand below:					
<b>7. Were any weapons involved?</b>					
<input type="checkbox"/> Yes			<input type="checkbox"/> No		
If 'yes' please stipulate what type of weapon was involved:					
<input type="checkbox"/> Knife	<input type="checkbox"/> Glass / Cup	<input type="checkbox"/> Stick	<input type="checkbox"/> Bottle	<input type="checkbox"/> Screwdriver	
<input type="checkbox"/> Other (please specify):					
<b>8. Did you rate the risk posed by the person restrained as:</b>					
<input type="checkbox"/> Low		<input type="checkbox"/> Medium		<input type="checkbox"/> High	
<b>9. How would you rate the amount of force applied by you:</b>					
<input type="checkbox"/> Low		<input type="checkbox"/> Medium		<input type="checkbox"/> High	
<b>10. How Did You Feel Prior to, During and Post the Restraint?</b>					
<b>11. What Technique/s position of restraint did you use? (Refer to Annex A)</b>					
<b>12. Who else was involved in the restraint?</b>					
<b>Name:</b>					
<b>13. Please list any injuries to you:</b>					
1					
2					

3

**14. Please list any injuries to the person restrained:**

1

2

3

**15. Your statement – what occurred in your own words**

Your statement must set out what happened; give details of your part in the use of force, any holds / locks you applied and how the incident was finally resolved. It must give details of any attempts made to de-escalate throughout the incident. Your statement should be completed independently of other staff involved in the incident.

The use of force must only be used when it is:

- I. Reasonable in the circumstance, meaning:
- II. You believed that it was absolutely necessary, and
- III. Proportionate to the seriousness of the situation

When restraint was used, please tick your primary role:

- ☐ Right arm  
☐ Left arm  
☐ Supervising

**Please provide as much detail as possible below, including:**

Before the incident (i.e. what lead to the incident, any de-escalation techniques used), during the incident (i.e. what types of force were employed and why), and after the incident (i.e. where the person was relocated to and any injuries sustained).









\* Insert more pages if necessary

**Name**

**Signed**

**Date**

## Annex A – Restraint Techniques / Positions Used

<p><b>1. Single-Person Escort / Prompt</b></p> 	<p><b>2. Two Person – Holding Technique 1</b></p> 
<p><b>3. Two Person Holding Technique 2</b></p> 	<p><b>4. Straight Arm Immobilisation</b></p> 
<p><b>5. Cupped Fist</b></p>  	<p><b>6. Seated Position</b></p> 
<p><b>7. Kneeling Position</b></p> 	

## Appendix 2 Letter to be given to and signed by Agency Staff

Dear Supply Teacher,

Before any teacher works with a class at our school, they must read our Physical Contact Policy.

In addition to the guidance provided and in the interest of the supply teacher, supply teachers must never have physical contact with a child whatsoever (there are rare incidences where physical contact is necessary – see below).

This includes giving reassurance e.g. holding a child's hand, and cuddling a child.

A supply teacher must never physically encourage a child to follow instructions e.g. holding their wrist and guiding them to the carpet.

Occasionally, in the interests of Health & Safety, it may be necessary to have physical contact with a child. This is discussed in the section 'Use of Force to Control or Restrain Pupils' in the school policy.

If you see a need to have physical contact with a child, you should first send for help to the School Office.

If you have touched a child in any way (either on Health & Safety grounds, or as a matter of habit e.g. holding a child's hand walking down a corridor) this must be recorded on the attached form, and handed to the Headteacher (if necessary via the office) at the end of the day.

These measures are purely to protect the supply teacher, and to ensure that no unjustified complaints can be upheld against the supply teacher.

Please fill in the slip below indicating that you have read and agree to the above policy, guidelines and additional advice in the letter.

Please remember to sign this slip everyday that you work at our school – even if you have been here many times!

Thank you for your assistance and support.

Yours sincerely

Mr Harris  
Headteacher

☐ I have read the 'Policy & Guidance' on 'Physical Contact' and agree to follow its guidance.

☐ I agree to follow the additional guidance outlined in this letter and confirm that I will familiarise myself with the contents of the Supply Pack and notes in the register regarding end of day collection and medical conditions and any other important notes enclosed therein.

Signed: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_\_\_\_  
Agency: \_\_\_\_\_

**IMPORTANT: Do you have any medical needs we should be aware of:**

*For office use only:*

Teacher(s) covered:	CLASS AM:
Teacher(s) covered:	CLASS PM:
Reason for supply: sickness/course/PPA/ Other*	*Other – comments:
Agency invoice number:	Timesheet YES/NO

Agency staff name: \_\_\_\_\_ Date: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Child's Name: \_\_\_\_\_ Class: \_\_\_\_\_

Details of physical contact (for each incident, please include the nature of the contact, which child/children were involved, any other adults present, time of day, and the content of the physical contact)

To be given to the headteacher – Mr Harris (or senior member of staff if the headteacher is not available) at the end of the day.

Thank you