

ST PHILIP'S PRIMARY ACADEMY

CARE AND CONTROL POLICY

Date of policy:	February 2026	Signed Headteacher: M Hargreaves Chair of Governors: C Leighton
Review date:	February 2029	

Contents:

Safeguarding Statement
Vision Statement
Our Guiding Principles
Statement of Intent
Aims of the Care and Control Policy
Purpose of the Care and Control Policy
Safeguarding Children
Safeguarding Staff
Duty of Care
General Behaviour Strategies
Stages of Crisis
Training and Implementation
Significant Incident Reporting
Review

Appendices:

Significant Incident Reporting Checklist
Team Teach Documentation

Safeguarding Statement

At St Philip's Primary Academy we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all academy activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Philip's Primary Academy. We recognise our responsibility to safeguard all who access academy and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

Vision Statement

Fostering curiosity and a love of learning is at the heart of our teaching. Broadening horizons enables all children to flourish and be fulfilled. Successes are celebrated and failure learned from, allowing us to shine through challenges. Together, we develop qualities of character necessary to be positive future citizens.

Our Guiding Principles

At St Philip's Primary Academy, we pride ourselves on developing a positive ethos built on the foundations of the Christian faith, whilst taking into consideration that most of our pupils, staff and community follow the faith of Islam. We endeavour to ensure we are always **'Working together with hope in our hearts'** This ethos is based on the following principles that, as stakeholders, we all aim to uphold:

Value 1: NURTURING

We demonstrate kindness and caring towards each other so that we can find happiness and fulfilment. We promote and support children's wellbeing to support their growth and development.

Value 2: OPTIMISTIC

We believe that having a positive attitude towards situations enables us to be forward thinking and supports us in our goal of providing a good and better education for all of our pupils.

Value 3: ASPIRATIONAL

We have high aspirations for the futures of the children in our Academy. Through a high-quality curriculum and planning of lessons that are specifically tailored for our pupils, they will have the opportunity to achieve and surpass their potential.

Value 4: HOPEFUL

The value of hope is interwoven into our teaching and is and is an expression of our faith. Hope supports our spirituality, and through that, virtues such as forgiveness, empathy and compassion come to the fore.

Value 5: SINCERE

We are united as a whole to ensure integrity, honesty and trust are maintained. This quality within our academy means that we follow our values to ensure that we always do our best for pupils, staff and community.

Value 6: ASSURED

Our goal is to see our pupils confident, armed with independence and conviction, echoing 'Let your light shine' - Matthew 5:16

Value 7: RESPECTFUL

All members of our academy, including pupils, staff, governors, visitors and the wider community, should be treated with respect. We hold politeness in high regard and we are accepting of each individual's uniqueness.

Value 8: KNOWLEDGEABLE

By fostering resilience, collaboration and risk-taking, we craft an environment where pupils are ready to be lifelong learners.

Statement of Intent

This policy is intended to clearly set out the procedures to follow in the incident of a child/young person needing to be 'handled' to ensure their own safety and the safety of others.

St Philip's Primary Academy recognises that it has a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children. We will carry out this duty through our:

- teaching and learning
- pastoral care
- extended academy activities

All members of the academy community (including volunteers and governors) will at all times establish and maintain a safe and stimulating environment where children:

- feel secure
- are encouraged to talk to adults they can trust
- are listened to

Section 93 of the Education and Inspections Act 2006 enables academy staff to use such force as is reasonable in the circumstances to prevent the pupils 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
- 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 academy or

among any pupils receiving education at the academy, whether during a teaching session or otherwise.

Aims of our Care and Control Policy

The aim of this policy is to ensure good personal and professional relationships between staff and pupils: this is vital to ensure good order in our Academy. It is recognised that the majority of pupils in our academy respond to the behaviour system as set out in our Behaviour Policy. It also aims to make clear procedures to use control where necessary.

The Purpose of the Care and Control Policy

The purpose of the Care and Control Policy is to clearly indicate what steps should be taken to avoid physical handling of pupils and to outline the Academy procedures for physical intervention, when it is deemed necessary.

Safeguarding Children

It is the responsibility of St Philip's Primary Academy Governing Body, the leadership and all staff employed by the academy to safeguard children and young people in our care. The overriding principle relating to positive handling is that the best interests of the child take precedence over every consideration – it is paramount in line with the United Nations Convention on the Rights of the Child. This is sometimes referred to as the paramountcy principle. When staff are faced with difficult choices there are often a number of competing considerations, but if this principle is employed; staff should take appropriate action to safeguard children in their care. It is the responsibility of the academy to ensure that staff are equipped to safeguard pupils effectively – through training and implementation of this policy.

Safeguarding Staff

It is the responsibility of St Philip's Primary Academy Governing Body to ensure that employees are also safeguarded effectively through training and the implementation of this Care and Control Policy. All staff should receive training to de-escalate situations, as set out in this policy. Staff are also trained in appropriate techniques to 'split' children if they are causing or potentially causing harm to themselves and or another child. This would be through the use of 'caring c's' to safely maneuver pupils away from one another and from danger.

Staff who are TEAM TEACH trained and members of SLT should use physical intervention or control techniques only when required. If a **significant incident** occurs, it must be reported in written form on CPOMs, sharing the required information (see appendices). This can either be typed directly onto a CPOMs incident or attached if the member of staff prefers to use the form.

The Headteacher, or a member of the senior leadership team (SLT) acting in the role as Headteacher in their absence, takes responsibility to physically intervene if there are no members of staff available who are trained. This responsibility should be made

clear. Members of the senior leadership team must be given the opportunity to opt-out of this responsibility.

Duty of Care

Both employers and employees have a duty of care. The welfare of children and vulnerable adults takes legal precedence, therefore anyone who is paid to work with children or vulnerable adults has a duty of care towards them. 'Negligence' involves any breach of that duty and care which results in injury and includes either taking unreasonable action (acts of commission) or failing to take reasonable action (acts of omission). Where risk is foreseeable there is no excuse for waiting for damage or injury to have occurred. A responsible approach is to anticipate what could possibly go wrong and look at what steps can be taken to prevent it.

Children who have been previously identified as having behaviours which may lead to the need for Team Teach techniques to be used will have individual risk assessments with specific known triggers and effective de-escalation strategies identified. These are shared with staff who may encounter the child at anxiety or crisis stage.

General Behaviour Strategies

As endorsed in St Philip's Primary Academy Behaviour Policy, staff utilise consistent positive strategies to encourage acceptable behaviour and good order. **See Behaviour Policy.**

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Unacceptable behaviour will be dealt with in accordance with the *Serious Consequences* section of our agreed Behaviour Policy. Where unacceptable behaviour threatens good order and discipline, and provokes intervention due to non-compliance, some or all of the following approaches should be taken, according to the circumstances of the incident:

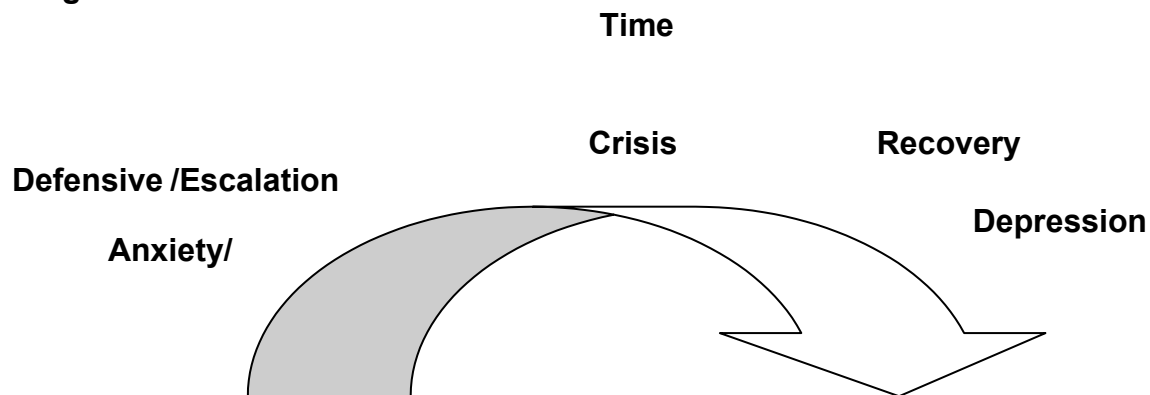
- verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain – this includes negotiation, care and concern.
- further verbal reprimand stating:
 1. That this is a repeated request for compliance;
 2. An explanation of why observed behaviour is unacceptable;
 3. An explanation of what will happen if the unacceptable behaviour continues, using a countdown.
- a statement of intent that physical intervention may well be used – if the member of staff is trained – if not call for assistance from a trained individual or a member of Senior Leadership.
- physical intervention by a trained individual or a member of SLT.

Types of Incident

Examples of situations that may call for judgements of this kind include:

- a pupil attacks a member of staff or another pupil.
- pupils are fighting, causing risk of injury to themselves or others.
- a pupil is committing, or on the verge of committing, deliberate damage to property.
- a pupil is causing, or at risk of causing, injury or damage by accident, through rough play, or by misuse of dangerous materials or objects.
- a pupil absconds from a class or has tried to leave the academy other than at an authorised time – it would be justifiable to prevent a child from leaving where allowing a child to leave would entail serious risk to the pupil's safety.

Stages of Crisis



Anxiety/Trigger

Need for diversion, support and reassurance

Defensive/Escalation

Need for diversion, reassurance, clear limits, boundaries and choices

Crisis

Possible need for restrictive intervention

Recovery

Need for coordinated letting go and reassurance

Depression

Need for observation, support and monitoring

Follow Up

Need for listening and learning

Training and Implementation

All staff will receive TEAM TEACH de-escalation training. Numbers of staff receiving the full training to implement physical intervention will be judged by the needs across the academy. This training should then be refreshed on a regular basis in line with TEAM

TEACH regulations.

Significant Incident Reporting

If a significant incident has occurred where physical intervention has been implemented, it should be reported using the appropriate forms (see appendices) and parents should be notified. All such incidents will also be recorded on CPOMS

Review

This policy should be reviewed and ratified by the Governing Body of St Philip's CE Primary Academy every three years.

St Philip's CE Primary Academy
Physical Intervention Record Sheet

Name of Pupil _____ Year Group _____
Date/Time of Incident ___ / ___ / ___ : ___ Reporting Staff _____
_____ Location _____
_____ Staff _____
Witnesses _____
Children Present _____

1. Record of Incident

Was the child involved liable to injury?	Yes / No
Were other children liable to injury?	Yes / No
Were staff liable to injury?	Yes / No
Was property about to be damaged?	Yes / No
Was good order prejudiced?	Yes / No

Other Reasons: _____

1.1 Concise details about how the incident began; nature of pupil; techniques used, other than physical control, to diffuse the situation; action taken to avoid harm to pupil.

1.2 Description of physical intervention / control / restraint used, including details of force used and how long it was applied.

1.3 Record of any injuries to staff / pupils.

1.4 Record of any damage to property.

1.5 Measures taken to ensure pupil will calm after incident.

Signed: _____ Position:

Time: __:__ Date __/__/__

2. Action Taken

Incident book completed? Yes / No
Parents informed? Yes / No
If Yes, by whom? _____ Date: __/__/__ Time: // .

Incident discussed with pupil? Yes / No
Other colleagues informed? Yes / No
If yes, who?

Name	Position	Date Informed

3. Action Log

List any other action taken / follow up by other professionals

Date	Action Taken / Follow Up Work	With Whom