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# Hurworth House School



## The Use of Reasonable Force

The Hurworth Way is unique, we strive to develop moral **character** and purpose, **coach** for endless possibilities beyond the expected and **creatively** inspire to learn

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### Hurworth House School

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<b>Procedure for:</b>		HHS050 Use of Reasonable Force			
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Hurworth House School uses a 'Team Teach' approach to behaviour management. Team Teach is committed to the term 'Positive Handling' which refers to a broad spectrum of risk reduction strategies. Positive Handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, diffusion and de-escalation. Physical intervention is only used as a last resort for the shortest possible time. It only occurs when de-escalation techniques have failed to work.

The incidents described in DFE (2013) Guidance 'Use of Reasonable Force' fall into three broad categories:

- a) where action is necessary in self-defence or because there is an imminent risk of injury;
- b) where there is a developing risk of injury, or significant damage to property; and,
- c) where a learner is behaving in a way that is compromising good order and discipline.

### **Training**

All members of staff are entitled to and are trained in Team Teach which emphasises that **95% of behaviour management is the employment of de-escalation techniques**. Team Teach provides a gradual and graded approach using Team Teach strategies with an emphasis on de-escalation for when positive handling is necessary. Aspris have a central training team that conduct team teach training events, refreshers and are available for immediate support.

Team Teach Training is logged on the Foundations for Growth System which electronically monitors the training needs of staff and is overseen by the school's site business manager Victoria Skilbeck. Aspris learning lounge also provides staff with the up-to-date training sessions, policies and changes relating to team teach. All training is refreshed formally every 12-24 months as recommended and required by Team Teach, however informal workshops are delivered on a termly basis to staff.

Individual Training needs of staff are highlighted and addressed through Professional Development sessions with their line managers. Alongside this specific training all staff receive regular training on a variety of topics such as ASD, Speech and Language, attachment, PDA, ADHD, Communication and many other areas which facilitate staff actions and inform them of the best way to meet individual needs and best manage specific behaviour of our cohorts.

E-compliance reports are reviewed on a weekly basis by the head-teacher and the behaviour lead Richard Juillerat. Trends and analysis are undertaken in weekly statistics meetings with all senior leaders at the close of each week. Weekly lessons reviews of all e-compliance and positive handling lessons learnt are in place and disseminated to staff via weekly briefings.

### **Authorised Staff**

At Hurworth House school the head teacher authorises all staff employed directly by the school to intervene physically once trained and maintains an up-to-date list of authorised staff. This authorisation is given in the firm belief that all staff within the school will from time to time be called upon to have control or charge of learners. It would be invidious for some staff to be able to abdicate this responsibility and for others to feel duty bound to carry it out. Clearly in a school such as Hurworth House all staff have a duty of care; therefore, all need to be able to discharge this responsibility appropriately?

Authorisation is not given to those persons not employed directly by the school e.g., volunteers, parents, taxi escorts etc. However, it is given to those drivers and taxi escorts employed by the school.

All staff at Hurworth House School are aware of their responsibility in this area and are clear in what circumstances and settings they may use force. All staff have had extensive verbal and written guidelines regarding the use of force and training has been made available for all staff. No member of staff will be expected to undertake the use of reasonable force without appropriate training. In addition, it is made clear at staff induction that such training will be provided as part of ongoing staff development.

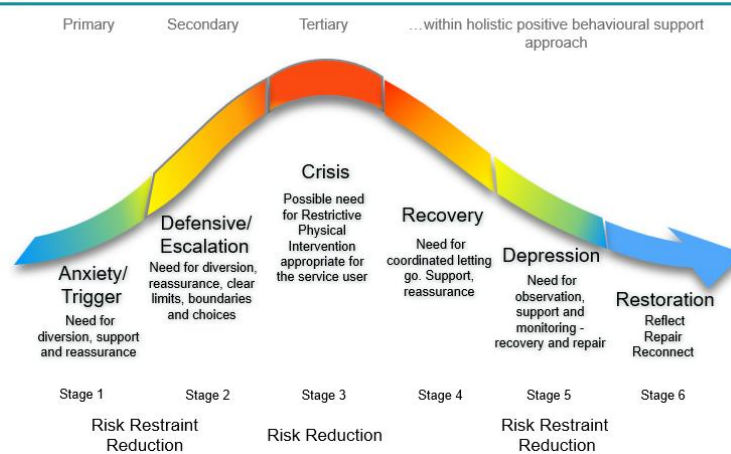
### **Supporting a Young Person in Crisis**

An integral part of the role and function of staff at Hurworth House School is to effectively manage the difficult and, at times, volatile behaviour exhibited by the learners when displaying peak behaviours.

### **Six Stages of a distress and support**

The diagram of the 6 stages of crisis gives you a visual aspect of how crisis can look and what you would expect to see within these stages.

## Six Stages of Crisis



### Stage 1 is this Trauma informed does it need to be in

Within stage 1 the pupils presentation would generally look like the following: -

- Individual show signs of anxiety
- Hiding face in hands or bent over/ under table
- Pulling up collar or pulling down hat
- Rocking or tapping
- Withdrawing from group
- Refusing to speak or dismissive
- Refusing to co-operate
- Adopting defensive postures
- Pupils dilate
- Body position & tension- arms crossed
- Clenched jaws or fists
- Jaw jutting & chest thrown out
- Breathing - rapid, shallow, audible
- Eye contact increase or decrease
- Read the body language
- Read the behaviour- Assess the situation
- Intervene early
- Communicate – “Talk and I’ll listen”
- Inform of desired behaviour
- Use appropriate humour
- Display CALM stance & body language
- Talk low and slow and quietly
- Offer reassurance – including positive physical prompts
- Divert and distract by introducing another activity or topic

### Stage 2

Within stage 2 the pupils presentation would generally look like the following: -

- Individual begins to display higher tension
- Belligerent and abusive
- Making personal and offensive remarks
- Talking louder – higher - quicker
- Adopting aggressive postures
- Changes in eye contact
- Pacing around
- Breaking minor rules
- Low level destruction
- Picking up objects which could be used as weapons
- Challenges – “I will not...you can’t make me”
- Continue to use Level One de-escalation responses +

- State desired behaviours clearly
- Set clear enforceable limits
- Offer alternatives and options
- Offer clear choices
- Give a get out with dignity
- Assess the situation and consider making the environment safer and getting help
- Guide the elbows towards safety

### **Stage 3**

- Within stage 3 the pupils presentation would generally look like the following: -
- Shouting and screaming
- Damaging property
- Moving towards danger
- Fiddling with electrics
- Climbing trees
- Climbing roofs or out of windows
- Tapping or threatening to break glass
- Moving towards weapons
- Picking up objects which can be used as weapons
- Hurting self
- Grabbing or threatening others
- Hurting others (kicking – slapping – punching)
- Continue to use all the Level 1 and 2 De-escalation responses +
- Make the environment safer -Moving furniture and removing weapon objects
- Guide assertively – hold or restrain if absolutely necessary
- Ensure face, voice and posture are supportive not aggressive
- Use "Help Protocol" to save face by changing face

### **Stages 4&5**

Within stages 4 & 5 this is when they need to be insulated from further heat so that they can cool down. They need to be given time and may not know whether they are ready.

### **Stage 6**

Within stage 6 the pupil's presentation would generally look like the following: -

- All significant incidents should be followed by a process of restoration involving listening, learning putting things right again and planning a better way for the future.
- "I care enough about you not to let you be out of control."

### **IESCAPE**

- Insulate (rather than isolate) for a private conversation.
- Explore the young person's point of view about what happened together without judgement.
- Summarise the feelings and share an account of what happened.
- Connect feelings and behaviours for all concerned.
- Alternative behaviours discussed and explored.
- Plan what to do differently next time and practice alternatives.
- Enter back into circulation when ready.

- Listening and Learning

One objective of the Restorative Stage 6 of the Stages of a Crisis is for the individual to understand that the reason why staff sometimes need to hold them is because they care about them. We hold pupils safely until they can hold themselves safely.

### **The Use of Positive Handling**

As has been made clear throughout this document an array of primary and secondary strategies should be attempted before physical intervention is used. Any form of physical intervention maybe used maybe used when all other strategies of diversion and de-escalation have been exhausted and staff deem it necessary, proportionate, and reasonable. Even in such a situation staff should remember that dialogue is an essential first response. Before using physical intervention, staff should, wherever practicable, tell the learner to stop misbehaving and communicate in a calm and measured manner throughout the incident. However, staff should feel able to reinforce dialogue with actions provided that their use is persuasive rather than coercive. In such circumstances staff should not give the impression of acting out of anger or frustration, or to punish a learner, Physical intervention should only be used to reduce any immediate risks. Once the risk has been reduced or removed Physical Intervention should reduce/ stop. This idea is developed further in the next paragraphs which identify the four types of intervention that can be used in this manner.

A definition of the terminology used in supporting situations is required and therefore provided here in order that all staff have a clear understanding of the different situations that they may become involved in. These areas are as follows:

**a) Physical Presence**

This refers to actions which reinforce a member of staff's authority or concern. It is an aspect of the staff member's role as a supervisor of young people. At its simplest level, a staff member's presence in the room with young people should be a deterrent to misbehaviour. A look or a gesture, dependent upon the quality of relationship between the member of staff and young person, may send out signals to young people which help to keep behaviour within acceptable limits.

Other acceptable measures can include standing in the way of a young person who is ignoring instructions or losing control and may be reinforced further, for example, by placing a hand on the young person's arm. The effect of this may be to restrict a young person's movement without the use of positive handling. Once again clearly such a situation will only be effective if the relationship between the young person and a particular member of staff is a respectful one. The following principles apply to the use of an adult's physical presence:

i) it must be likely to be effective by virtue of the overall authority carried by the staff member and not simply his/her physical presence.

ii) it must be used in the context of trying to engage the young person in discussion about the significance and implications of their behaviour.

iii) It should not be persisted with if the young person physically resists. In this case a decision will need to be made about whether another form of intervention is justified.

**b) Physical Contact**

In the context of a school setting there are a variety of situations where physical contact can legitimately occur but fall short of what we understand as physical intervention. Within Hurworth House School we have defined these under the following four headings:

i) **Holding** - in this context, is the use of physical contact to direct or calm young people that falls short of positive handling and the restriction of liberty.

Younger or more immature young people (particularly those with disturbed, chaotic or inconsistent behaviour) will, from time to time, need physical direction. They may, for instance, be placed in seats they do not wish to occupy or led to a room where they do not wish to be. They may need to be diverted from disruptive or destructive behaviour by being led away by adopting a caring C or by a friendly support. Young people having an argument or a fight, which in itself is not likely to cause serious harm but is nonetheless disruptive and detrimental to the wellbeing of other young people, may be successfully separated by being held firmly and guided away.

This type of intervention is distinguished from restraint by the degree of force applied. Positive handling uses a degree of force necessary to prevent a young person harming himself or others or property.

ii) **Touching** - for the purposes of this document, touching is defined as everyday acts of communication by physical means to indicate approval, affection or sympathy.

Staff should be mindful of the physical context of their actions. They are protected from unfounded accusations of inappropriate physical contact with young people if witnesses are present. Touching of this type should never take place in conditions which are both private and in areas to which there is no open access (i.e. behind closed doors or in remote situations).

Whilst it is not intended that this guidance should deter normal physical contact between care-providing adults and young people, staff should be mindful of the high proportion of learners here who have experienced sexual or physical abuse. They must ensure that any physical contact is not misinterpreted.

### iii) **Treating**

Emergency treatment may be required at any time and staff should never feel constrained from acting immediately to prevent harm even when this involves intimate body contact.

Any procedures used:

- Should have medical point and/or hygienic point
- Should not involve more contact than is necessary
- Should be undertaken by persons of the same sex as the learner when such a person is available and when their first-aid skills are no less than those of an available person of the opposite sex

### iv) **Teaching**

Generally teaching can occur without the need to touch learners. However, there are legitimate reasons for a member of staff to touch a young person as a part of the teaching process. Even so staff should be aware that touching of any sort can be distressing for certain learners who have been subject to physical or sexual abuse or have sensory issues. Caution should be exercised in these cases, although even with such young people, there should never be any inhibition when the immediate safety of the young person is concerned, e.g. saving from a fall in PE, pulling away from hazardous machinery, retrieving from deep water in swimming.

Staff will themselves identify many activities in which it is helpful or even essential to touch young people. For example: -

- Modelling pencil grips/scissor grip
- Ensuring technology tools are held correctly
- Supporting in PE and swimming
- Teaching learners how to use equipment in science

Touch in these circumstances must have:

- Justifiable point
- Must cease immediately if the young person appears distressed or voices concern
- Must avoid breasts or genital areas
- Must not last longer than is necessary to fulfil its point

When engaged in any of the above four activities staff should ensure that they:

- Be familiar with school requirements for professional conduct
- Have read and understood the school's safeguarding policy
- Respond appropriately when concerned about a young person's behaviour, welfare or wellbeing
- Understand the importance of confidentiality in young person protection matters
- Record any information which has a bearing upon the young person's welfare or protection
- The member of staff involved should have an established relationship with the young person and should explain to the young person what they are doing and why
- Holding and touching should not arouse sexual expectations or feelings and should cease if the young person gives any indication of this. This is particularly the case when a member of staff is holding a learner of a different gender to his or herself
- Staff should be careful where they hold young people. For instance, staff should be careful not to hold a young person or young person in a way that involves any contact with breasts or genitals
- If on any occasion the young person forcibly resists or demonstrably objects, then "holding" should no longer be used. Consideration should be given to other means of intervention in consultation with other staff, if circumstances permit

### **De-brief, Reflection, Relationship Repair reflection process update**

It is important that the sanction/consequence is not delivered in isolation.

It is important that staff dealing with a young person with difficulties take time to talk through the problem. This might be more appropriate later in the day or the next day as time often needs to elapse so that this can be done in a calm and constructive manner rather than both parties feeling hurt or aggrieved.

Staff who have dealt with a problematic situation can de-brief either a member of the senior management team or Team Teach Instructor, in order to find a better way of how a situation may have been dealt with.

Restorative debriefs are offered after each incident and written evidence is attached to the e-compliance report – lessons learnt disseminated in daily briefings. When and where possible role play is adopted to unpick team teach practices with a young person to ensure their voice is heard.

Where a serious incident has occurred, and Physical Intervention was not necessary this should also be recorded on the e-compliance system (Engage) within 24 hours. All incidents will be discussed in briefing at the end of the day to ensure any updates to individual plans are carried out and preparations for the following day put into place. Apart from being a statutory requirement, this recording enables Line Managers and other senior staff to offer support and supervision regarding the use of measures of control.

It also provides basic statistical and other information for a termly review of the use of measures of control. In certain cases, these recordings can help inform the planning process for individual young people.

The school recognises that where staff have been involved in an incident involving physical intervention that this is potentially a very stressful situation and staff should have access to a debrief and support. Within the school, this will normally be made available through Line Managers or Team Teach Tutors, but staff may also seek further professional support if necessary following discussion with the head teacher.

When the use of physical intervention is necessary to reduce the risk of harm to the young person and/or others, it is not entirely 'risk free' exercise to either the staff or the young person involved. Where an injury is incurred the accident book should be completed, this is kept in the staff room and reviewed by Victoria Skilbeck, business manager.

### **Incidents in which a Hurworth House School student physically injures or is violent towards a staff member**

- A student who physically injures or is physically violent towards a member of staff has broken the law and the Hurworth Code of Conduct.

The physical injury will be the result of a deliberate and aggressive action. This could involve injury to any part of the body and could be the result of a slap, punch, spitting, kick, trip or the use of an implement. Such physical injury could be intentionally inflicted by one or several students acting either together or separately.

- The priority is to ensure the safety and health of the staff member.
- All staff must be seen by a first aider in school if necessary and welfare will be provided. It is the staff's responsibility to meet with the behaviour lead and or the business manager in the event of any injury.
- A record of the injury needs to be recorded on engage under the staff's name providing an additional incident record is required detailing the assault.

### **Role of Management**

The Senior Management Team are responsible for the overall monitoring of Behaviour Management across the school. On a daily and weekly basis, the school will review incidents, consider learning and additional support required and implement in a timely manner.



They achieve this by monitoring day to day practice, chairing individual staff group meetings, providing supervision and support to individual staff in Continuing Professional Development Sessions, attending individual learners meetings and discussions in Senior Staff Meetings. **The Senior Management Team are responsible for:**

- staff training and deployment.
- ensuring that at interview prospective staff are informed of the policy, practice and expectation of staff in the application of Positive Handling.
- ensuring that before receiving training steps are taken to consider the placement of staff in relation to the risks they face and the knowledge, skill and understanding they possess.
- ensure that the physical health issues of all staff are considered and documented in relation to their ability to perform their duties as defined by their duty of care and in relation to the behaviours and risks they are expected to manage.

All staff members sign a declaration of fitness to practice, and this is regularly reviewed by line managers. The head teacher and the team teach lead carry out regular audits of behaviour and behaviour management across school analysing the data available for individuals and year groups to reduce antecedents and improve staff practice. The head teacher 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 learner, this will be pursued through the appropriate procedure.

### **Quality Assurance**

The school is committed to improving quality of practice and outcomes for children and young people. The head teacher reviews incidents daily via briefing and on a weekly basis to check quality of recording on e-compliance. The head teacher reports to governance on trends and issues, along with actions taken in the school to positively support the improvement of behaviours the monitoring process ensures lessons learnt are evaluated and that CPD is tailored to address actions. Briefings are at the beginning and end of each day to ensure staffs are up to date regarding children needs or issues. The Child's voice is recorded expressing preferred strategies and used to inform behaviour plans. Behaviour support plans are reviewed in line with lessons learnt for individual cases.

### **Rewards and Sanctions see also (rewards and sanctions policy)**

Hurworth House School recognises that an effective balance of appropriate rewards and sanctions, which are applied consistently, is essential to the development of a positive behaviour culture and effective learning environment. Both Rewards and Sanctions are proportionate, relevant, prompt, meaningful, realistic and practical and must always be appropriate to the young person's needs and understanding.

### **Management of learning spaces**

The school recognises that the management of learning spaces and teaching methods play an important role in influencing student behaviour. The relationship between the teacher and student, strategies for encouraging good behaviour, arrangements of furniture, access to resources and displays will all have a bearing on how students behave. Learning spaces should be always kept in good order.



Home school communication with parents and carers also focuses on positive aspects of behaviour as well as any problematic behaviour. At the end of each day there is a positive reflection for young people and debrief where staff feedback their 'highlights' of the day.

At the end of each week there is a full school assembly (during covid this takes place in classrooms and or zoom) where every member of staff feedback young people's achievements of the week and certificates are presented from both the school and also external organisations who have recognised individuals' success.

At the end of each school year there is the annual 'Presentation Day' at the summer Barbecue to which all parents and involved professionals are invited and each individual learner's success is recognised and rewarded.

### **Consequences and sanctions**

- Where problematic behaviour has occurred, it is important that the young person receives consequences for their actions. These could include:
  - one-to-one debrief
  - withdrawal from a particular lesson or peer group.
  - The restriction or withdrawal of privileges for short periods e.g. outings, leisure activities, etc.
  - withdrawal of access to the school IT system (if the learner misuses it by, for example, accessing an inappropriate website).
  - Learners may be asked to undertake extra meaningful tasks. These tasks should be readily seen as relevant to the learner in terms of that young person's unacceptable behaviour.
  - In the case of damage caused by unruly or deliberately destructive behaviour can be made good by working restorative work with maintenance and or staff teams.
  - Confiscation, either temporarily or in extreme circumstances permanently, of any article, material or substance belonging to a learner if that article, material or substance is a serious nuisance to others, or to be dangerous or injurious to others, or to themselves.
  - withholding participation in a school trip or sports event that is not an essential part of the curriculum.
  - carrying out a useful task in the school.
  - extra work or homework.
  - The limited restriction of liberty e.g. being asked to remain in at break and or lunchtime but not being locked in. A risk assessment must be clearly verbalised with reasons to the young person. In such circumstances a young person or young person should not be left without something positive to do and staff must check on that young person frequently.
  - A reflection on the pupils in class reward structure.
  - 2.40pm after school detention (this requires approval from a Senior member of staff).
  - a fixed period exclusion (only authorised by the head teacher).
  - Permanent exclusion (only authorised by the head teacher).

### **Unacceptable Sanctions**

Totally inflexible systems of rewards or sanctions are unacceptable. Decisions about the use of sanctions should be based upon the needs of the individual learner, not upon a pre-determined regime. It is unacceptable to use sanctions without open and thoughtful exchange of views and reasons between staff. At a level that takes account of their ability and understanding learners should be involved in this discussion.

The use of sanctions should never mean the physical or emotional rejection of a learner - remember it is their behaviour which is unacceptable, not them. No young person must be allowed to administer sanctions to any other young person, and the negative control that some young people have within their peer group should not be exploited to maintain order by adults.

The following sanctions are totally unacceptable:

#### **a) Corporal Punishment**

Is totally unacceptable and illegal. This includes striking, cuffing, shaking or any form of violent act or retaliation.

#### **b) Deprivation of food or drink**

Eating and drinking are essential components of nourishment and are fundamental to a young person's health, physical and emotional development. Consequently, they should never be withdrawn as part of any sanction.

#### **c) Restriction or refusal of visits or communication**

This applies to all learners being placed on after school sessions during pre- planned contact visits.

#### **d) Deprivation of liberty**

The use of accommodation for the deprivation of liberty is totally prohibited. However, the refusal of permission to go out if supported by a risk assessment verbalised to the learner, short of measures which would constitute deprivation of liberty is not forbidden.

#### **e) The use or the withholding of medication or medical or dental treatment**

This is a completely unacceptable practice as a means of controlling behaviour and must not under any circumstances be used with our learners.

#### **f) Intimate physical searches**

Intimate physical searches are completely unacceptable. However, a search of a young person's clothing may be necessary if staff have reason for concern that a learner or others safety is at risk e.g. concealed weapons, drugs.

## Police Involvement

Hurworth House School has developed a school partnership with local Police Officers who are linked with the school to create a more pro-active approach to:

- Reduce victimisation, criminality and anti-social behaviour within the school and its community
- Identify and work with young people at risk of becoming victims or offenders
- Ensure the full-time education of young offenders
- Support school staff in dealing with incidents of crime, victimisation or anti-social behaviour Promote the full participation of all young people in the life of the school and wider community
- Support young people by making them aware of the dangers of Child Sexual Exploitation and aware of the school's responsibility to them through the "Prevent" strategy

The schoolwork within a framework of not wanting to criminalise young people who are vulnerable, while balancing the wider needs of the situation

## Whistleblowing

If a staff member has a concern about the practice of another member of staff they should inform their Line Manager (see Whistleblowing Policy)

## Complaints

The availability of a clear policy regarding physical intervention and the early involvement of parents, in any incident should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be dealt with under the school's Complaints Procedure.

In the case of any action concerning a member of staff he/she will be kept informed of any action taken. Staff will also be advised to seek further advice from his/her professional association/union.

## Awareness of Space

Try to be aware of the space around you and avoid stepping into the learner's personal/intimate space. Try to take a step back to avoid confrontational body language.

## Pacing and Chasing

When angry some learners often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down.

This can be counterproductive as it may trigger a chase response and drive the learner away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently or even sit down.

Intonation and use of voice when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly and where appropriate using visuals and/or gestural prompts.

- Help Script
- Connect by using the learner's name.
- Recognise and acknowledge the learner's feelings.
- Tell the learner you are there to help: "You talk and I will listen."
- Give direction. Diffusing body language responses
- Social distance.
- Sideways stance, step back.
- Intermittent eye contact.
- Relaxed body posture.
- Palms open.
- Calm Stance

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response.
- Time to make a 'dynamic' risk assessment and seek assistance.
- Allows the learner to 'take up' time to make their own choices.
- Build confidence in learners that you are in control
- children need to feel that adults are in control to feel safe.
- In the event of a serious incident e.g. a fight, staff should:
- Give clear and immediate instructions "stop fighting."
- Send for assistance
- Instruct and/or remove any onlookers from the environment where possible

