

Mount Hawke Academy

Handling Policy



INTRODUCTION

This policy is based on guidance outlined in DfE (July 2011) Use Of Reasonable Force. The circular refers to the Education and Inspections Act 2006 which clarifies the position regarding the use of physical force by teachers and other staff working in schools, to control or restrain pupils. Staff should also refer to the whole school positive behaviour policy on behaviour and discipline.

PART I

Staff should refer to the Cornwall Local Authority policy 'Guidelines for the Use of Physical Restraint in Schools and Social Care Settings' for more detailed advice.

Should staff have other physical contact with pupils?

The DfE emphasises that it is not illegal to touch a pupil, and that there are occasions when physical contact with a pupil is 'proper and necessary'.

These may include:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- Comforting a distressed pupil
- Congratulating or praising a pupil
- Demonstrating how to use a musical instrument
- Demonstrating exercises or techniques during PE lessons or sports coaching
- Giving first aid

At Mount Hawke Academy we believe that the use of reasonable force is only necessary to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, in the classroom during a teaching session or elsewhere, such intervention would only occur if normal positive behaviour management had not worked.

The use of restraint should always be a last resort. If practical before intervention, a calm warning or instruction to stop should be given and every effort should be made to achieve a satisfactory outcome without physical intervention. **In all circumstances help must be sent for, even when immediate intervention is necessary.**

Restraint can take a variety of forms, many of which are outlined in DFE (July 2011) Use Of Reasonable Force and in the Local Authority guidelines referred to above. Staff should always avoid touching / holding a pupil in a way that might be considered inappropriate. Force, where used, should always be reasonable. There is no definition of 'reasonable force'; it should always be proportional to the circumstances of the incident. It should be used only to control or restrain and never with the intent to cause pain or harm. It must, therefore, be the minimum needed to achieve the desired result. In any action, due regard has to be taken to the age, understanding and sex of the child / young person.

Regular changeovers of staff should where possible occur during a protracted holding episode, the child / young person must continue to be given opportunities to calm and de-escalation strategies should be attempted. Team Teach techniques seek to avoid injury to the child / young person, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the child / young person remains safe. Any adjustments to professional technique are examined in the recording and reporting phase of the procedures in light of any issues arising out of a crisis episode.

We fully accept and understand that in accordance with the law corporal punishment is forbidden.

PART II

Where restraint has been necessary, the incident must be reported to a senior colleague and logged. **A report should be written and filed using the Local Authority forms which can be obtained from the LA website.**

In the event of an injury occurring, the appropriate H/S61 or HSW5 must be completed and the accident reporting procedures must be followed. Parents / carers of the children / young people involved will always be advised of an incident and it may be necessary for it to be followed up by other disciplinary action or pastoral support.

One | member of staff will be provided with
| training on the use of restraint

and will be expected thereafter to arrange guidance for all other staff members both teaching and non-teaching. All parents / carers must be made aware this policy. All new members of staff, part time staff and supply staff will be expected to read this policy.

A policy on restrictive physical intervention (positive handling) should be an integral but discrete element of the school / setting's individual behaviour management policy. Should schools / settings wish to devise their own policy it is recommended that it should be organised into sections covering the following:

- introduction
- school / setting expectations
- positive behaviour management
- risk assessment and planning for use of restrictive physical intervention (positive handling)
- use of restrictive physical intervention in unforeseen and emergency situations
- post-incident support
- reporting and recording use of restrictive physical interventions
- monitoring use of restrictive physical interventions
- responding to complaints
- staff training.

Issues for schools / settings to address:

1. Which staff other than teachers, will be authorised to use restrictive physical intervention (rpi) in your school?
2. By what process will staff be elected and authorised to use rpi in your school?
3. In what situations would the school consider it appropriate for teachers and other authorised school staff to use rpi?
4. What kinds of actions would be viewed as using reasonable physical intervention in your school?
5. What kind of actions involving use of physical intervention would be viewed as unwarranted, excessive or punitive in your school?
6. What course of action will be taken in the event of staff failing to comply with this policy?
7. How will the school involve parents / carers and others who know the child / young person in the process of developing individual behaviour management plans?
8. What process is to be used to agree and ratify individual behaviour management plans for use in school?
9. How will individual behaviour management plans be recorded?
10. What action does the school intend to take to assess and manage the risks presented by children / young people?
11. What action will the school take to assess techniques and methods for implementing planned use of physical intervention?
12. What kinds of unforeseen or emergency situations might staff find themselves in within your school? What techniques will the school / setting acknowledge for use in these situations? How would such incidents be reported?
13. Who will provide staff and children / young people with support after incidents?

14. Who will check for injuries, provide first aid and arrange for medical aid?
15. Who will report injuries to HSE?
16. How are incidents to be reported, recorded and notified?
17. How will the school monitor and evaluate the use of physical intervention?
18. How will incident monitoring inform risk assessment and management?
19. How will complaints be investigated and by whom?
20. How will you choose who should be trained in your school?

Preferred Practice

DO

- Wherever possible plan appropriate positive intervention and involve parents / carers and colleagues.
- Know the procedures within the school / setting's guidelines for the use of physical restraint.
- Be aware of children / young people who have been physically restrained before and what happened.
- Send for adult help early if things begin to get out of hand and restraint seems likely.
- Assess the situation before acting.
- Stay calm – do not over-react.
- Use minimum restraint for minimum time until the situation is calm.
- Report the incident to the headteacher or senior member of staff as soon as possible and complete a report form.
- Consult your Line Manager, Professional Association or Trade Union if you have any concerns.
- Remember your professional obligations to all children / young people in your care.

DO NOT

- Place yourself at risk: do not attempt to restrain a child / young person who obviously carries a "weapon".
- Attempt to restrain a child / young person when you have lost your temper.
- Allow the situation to get out of control.
- Use unreasonable force.
- Place yourself at risk of false allegation: avoid being alone with any child / young person.