

Pupil Positive Handling and Restraint Policy



This Policy was reviewed on

September 2017

Signed Chair of Governors

M Munro

Signed Head Teacher

M Battersby

Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy.

The use of physical force by teachers and others authorised by the Headteacher to control or restrain pupils is sanctioned by section 93 of the Education and Inspections Act 2006. Teachers can use 'reasonable force' to:

- ✚ Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- ✚ Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- ✚ Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- ✚ Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- ✚ Restrain a pupil at risk of harming themselves through physical outbursts

Staff are trained in the pre-emptive and responsive positive handling strategy techniques of TEAM TEACH.

Team Teach

The TEAM TEACH system is recognised by the Local Authority and accredited through BILD – British Institute of Learning Disabilities. Staff undergo a one or two day course (led by qualified trainers with a single day refresher course undertaken every two years). Further details of the TEAM TEACH approach can be found on the TEAM TEACH website. The website address is WWW.team-teach.co.uk

Before using physical controls

We take effective action to reduce risk by:

Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.

Giving clear directions for pupils to stop

Reminding them about rules and likely outcomes

Removing an audience or taking vulnerable pupils to a safe place

Making the environment safer by moving furniture and removing objects which could be used as weapons

Using positive guidance to escort pupils to somewhere less pressured

Ensuring that colleagues know what is happening and call for help.

Restraint

At this school we only use physical restraint when there is no realistic alternative. We expect staff to conduct a dynamic risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk. Any response to extreme behaviour should be reasonable and proportionate. Physical restraint must only be in accordance with the following:

The child should be in immediate danger of harming itself or another person or in danger of seriously damaging property.

The member of staff should have good grounds for believing this.

Only the minimum force necessary to prevent injury or damage should be applied.

Every effort should be made to secure the presence of other staff before applying restraint.

These staff can act as assistants or witnesses.

Once safe, restraint should be relaxed to allow the child to regain self control.

Restraint should be an act of care and control, not punishment.

Physical restraint should not usually be used purely to force compliance with staff instructions when there is no immediate danger present to people and property.

The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity.

In addition, whilst or before intervention, staff should speak calmly as a way of reassurance e.g. I am doing this to keep you safe.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Before intervening physically a teacher/teaching assistant should tell the pupil who is misbehaving to stop, and the consequence of what will happen if he/she does not stop. The teacher/teaching assistant should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to the situation is needed and a teacher/teaching assistant should never give the impression that they have lost their temper, or are acting out of anger or frustration to punish the pupil.

It is advisable for a teacher/teaching assistant to summon help from another adult.

Physical intervention can take several forms. It might involve:

- ✚ Physical interposing between pupils
- ✚ Blocking a pupil's path
- ✚ Holding
- ✚ Leading a pupil by the hand or arm
- ✚ Shepherding a pupil away by placing a hand in the centre of the back

Any other forms of restraint are not acceptable, particularly if they may cause injury to the child. Staff should always avoid holding or touching the pupil in a way that might be considered indecent.

Responding to unforeseen emergencies

Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet.

An unforeseen event may require an emergency response. After that event, staff have a duty to plan ahead and prepare a risk assessment.

Record Keeping

In the event of a serious incident the teacher/teaching assistant must provide a written record for the Headteacher. Details must include:

- ✚ The name(s) of the pupil(s) and where the incident took place
- ✚ The names of any other staff or pupils that witnessed the incident
- ✚ The reason that force was necessary – for example, to prevent injury to the pupil, another pupil or member of staff
- ✚ How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used,

- how it was applied and for how long
- ✚ The pupil response and the outcome of the incident
- ✚ Details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to the property
- ✚ The written account should be signed, dated and shared with the Headteacher

The Headteacher will take responsibility for informing the parents verbally or in writing of any serious incident. Incidents should be reported by teachers to parents verbally on the day of the incident. If the child is collect by someone different then a phone call should be made to inform the parents.

If, in exceptional circumstances, a child may need to leave the class or go to their 'safe place' for some time out, the head should be sent for. If unavailable, the deputy or most senior staff member available should be called.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The head teacher should be informed immediately and lessons returned to normal as quickly as possible. In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained. Trying to understand why the child felt that they needed to leave the school premises will be central to this process. In addition to trying to solve the cause of the problem, it should be made clear to the child the dangers they are exposing themselves to and how seriously the school views this behaviour.