

St Saviour's RC Primary School

Pray Together, Learn Together, Stronger Together in Jesus



Positive Handling Hands Off Policy

Date Agreed: September 2017

Review Date: September 2019

St. Saviour's R.C. Primary School

Positive Handling / Hands Off Policy

Mission Statement

Pray Together, Learn Together, Stronger in Christ

Clarification of HANDS OFF

Hands Off means that staff should not jump in and separate/ restrain pupils unless:

1. the child is a danger to himself
2. the child is a danger to others
3. the child is damaging property

It **DOES NOT** mean staff should never restrain pupils!

We do not believe in handling children to get them to do as we want them to because it teaches them nothing about taking responsibility for themselves. It also creates confrontational situations which could otherwise be avoided. The children are taught the rules and the system on a regular basis - allow the system to take care of situations. Children know the expectations of them and need to make their own decisions.

There are however, times when a child's behaviour may be putting himself or others in danger; at these times it is the responsibility and duty of the adult to step in and if necessary restrain the child physically.

Guideline on Restraint

Physical restraint should only be used when a child is:-

- threatening the safety of another pupil, a member of staff or any other person
- causing self-injury
- causing considerable damage to equipment

Staff should Never:

- strike a child
- exert excessive pressure on any part of a pupil's body
- cause actual injury to a child
- force a pupil's arm up his back
- squeeze a pupil's neck or windpipe
- sit on a pupil
- shake a pupil
- lift a pupil off the floor in order to intimidate
- pull a pupil's hair
- tease a pupil

Lawful Forms of Physical Restraint

Any force used should be reasonable and appropriate

- Any holding tactic which restrains a pupil without injury until he calms down
- Physical contact with a pupil designed to control the pupil's movement which pose a danger (*e.g. holding on hands/arms around the shoulders*)
- The holding of pupil's arms/legs to prevent or restrict kicking or striking
- The use of sufficient physical force - *without causing injury* - to remove a weapon or dangerous object from a pupil's grasp
- Physically preventing a pupil from leaving the premises and exposing themselves to possible danger.

Physical Restraint Procedures

1. Give clear instructions warning the pupil of the consequence of failure to comply to your direction
2. If at all possible summon another member of staff. Another member of staff can act as a witness if necessary and reduce the chance of anybody being injured.

While intervening the adult ***must***:

1. Employ minimum force for the minimum period necessary to restrain the pupil
2. Keep talking to the pupil - *if you stop kicking I will let go*
3. Always avoid committing any act of punitive violence - *keep your temper under control*

These guidelines on restraint are to help staff and are taken from Discipline in schools, NAS/UWT Report.

The following is a guide of 'best practice' for all staff to follow:

1. At no time should corporal punishment be employed.
2. Staff should use the behaviour management policy at all times which focuses on early intervention so the need for restraint is eliminated as far as possible.
3. Think Ahead!

For those pupils who are volatile staff should:

- intervene early on using the behaviour system
- all parents are informed at interview that children are restrained as a last resort
- if a member of staff is having to restrain a child
 - 1) go to their assistance
 - 2) send for the Head or one of the Assistant Heads.
- always restrain children with the minimum force needed be firm enough to keep them safe.

4. When?

All staff may use such force as is reasonable to prevent a pupil from doing, or continuing to do the following:

- injuring themselves or others
- causing damage to property
- committing a criminal offence
- engaging in any behaviour prejudicial to the discipline and order of the school and other pupils.

Staff should not however put themselves in situations that compromise their *own safety*. In such a situation he/she should seek immediate help from the Head or one of our Assistant Heads.

Staff can restrain pupils in school or out on trips, when they are '*in loco parentis*'

5. Who?

The Head of St Saviour's authorises all staff to restrain pupils if the occasion arises. This includes teachers, classroom assistants, SAO and Premises Officer.

6. Self-Defence?

If a child attacks a member of staff then he/she can defend themselves without using disproportionate force. If a child is putting himself or others at risk, staff should intervene.

7. Examples

Reasonable force may be required:

- a) for self-defence or if there is immediate risk of injury,
- b) where there is a developing risk of injury or significant damage to property,
- c) when a child is behaving in a way which is detrimental to good discipline and order, e.g.
 - pupil attacks member of staff
 - fighting
 - child is causing, or at risk of causing, injury or damage by accident, rough play or misuse of objects.
 - child deliberately causing damage to property
 - child tries to leave the premises.
 - running round the school in a dangerous manner

8. Reasonable Force

- Staff should never use any force for minor misbehaviour or to get a child to follow all instructions. It is always the last resort.
- The degree of force should be in proportion to the incident. ALWAYS USE THE MINIMUM AMOUNT OF FORCE - remember all our children are smaller, weaker and lighter than adults.

9. Think

Staff should employ the behaviour system and other tactics prior to using force. All the time talk to the child stating what will happen - *point out the choices*.

Staff must always be CALM, PROFESSIONAL and REASSURING. If you cannot do this ask for assistance immediately.

Always try to insure another member of staff is present; if nobody is at hand send a child to the head/Deputy or other staff member for help.

Try to DEFUSE THE SITUATION, extremely important if you are alone.

10. Use of Force

Physical intervention can mean -

- holding a child
- pushing
- standing in the way of a child
- pulling
- taking a child by the arm/hand
- direct a child by putting your hand in his back
- physically intervene between children.

Physical force may also be required to

- stop a child running off the premises
- stop a child hitting others
- stop a child throwing dangerous objects which could cause injury to others.

NEVER

- slap
- hit
- pull hair/ears
- twist arms
- trip children
- punch
- kick
- hold round the neck
- hurt a child
- lose your temper
- swear at the child
- hold a child in a way which could be construed as indecent

PHYSICAL INTERVENTION SHOULD NEVER BE USED AS A SUBSTITUTE FOR GOOD BEHAVIOUR MANAGEMENT.

11. Recording

Recording of incidents is vital for the protection of staff and pupils. Always write down incidents asap after on the form in the staff booklet then give a copy to the Behaviour Manager so it can be put in the Restraint Book and tell the Head or one of the Assistant Heads.

Recording should include:

- pupil's name
- date
- time
- staff involved
- witnesses
- description of incident and outcome
- details of any injury to pupils or staff

The form is in the rear of this document and on our school server.

Parents should be informed by the Head/Assistant by telephone or letter.

12. Other Physical Contact

Because of the nature of our children, they will often need physical touch for reassurance when they are upset or as physical prompts. Staff should be sensitive to children's individual needs and be aware of those who have been abused and may react negatively to physical prompts.

With good behaviour management, being sensitive to children's needs, the need for physical force will be kept to an absolute minimum which is our aim.



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RECORD OF PHYSICAL INTERVENTION

Use this template to photocopy

Complete as soon as possible after the incident (maximum of 24 hours later)

Seek advice from a senior colleague or union representative when completing this form

Return the form to the Head teacher as soon as possible

Date:		Time:	
Teacher:			
Child:			
Class/Year:			
Actions of child that prompted the need for physical intervention			
Actions taken by Teacher/Adult			
Member of SLT alerted			



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Positive Handling Plan

Use this template to photocopy

Complete this form with the SENCo, parents/carers and any other outside agencies if appropriate

Name:		Class:	
Date:		SEN Stage	
TRIGGER BEHAVIOURS: <i>Describe common behaviours/situations which are known to have led to Positive Handling being required.</i> <i>When is such behaviour likely to occur?</i>			
Topography of Behaviour: <i>Describe what the behaviour looks/sounds like.</i>			
Agreed Action when above behaviour takes place.			

* Ensure this is shared with a professionals/adults working with and is made available to any supply teacher working with the class.