



Holy Trinity CE  
Primary School

## Positive Handling Policy

### VISION

At Holy Trinity we welcome you to an exciting world of learning, discovery and friendship. We are passionate about nurturing every child, helping them to find and develop their own talents and be the best that they possibly can. Children will learn within a Christian community, surrounded by support, kindness, respect and fun; and will leave with fantastic memories to cherish forever.

### Children's Voice

"Everyone needs to feel safe in our school. If a child puts themselves, or others, in danger a teacher should ask them to stop and explain why they are being dangerous. If a child continues being dangerous a teacher should help them to be safe, even if that means physically helping them."

|                                  |                               |
|----------------------------------|-------------------------------|
| <b>Policy drafted by:</b>        | <b>Safeguarding Committee</b> |
| <b>Date:</b>                     | <b>December 2011</b>          |
| <b>Staff meeting:</b>            |                               |
| <b>Governing body agreement:</b> |                               |
| <b>Review:</b>                   | <b>Spring'12,13</b>           |

# Holy Trinity CE Primary School

## Positive Handling Policy

### **The use of physical intervention and physical contact with pupils**

#### **Mission statement**

Holy Trinity Primary School does not support the routine use of physical intervention.

In line with our school's mission statement, we are committed to ensuring that all our pupils and staff are able to live and work in a supportive and caring environment, demonstrating mutual respect, so that teaching and learning can take place to maximise pupils' potential and achievement.

In the rare circumstances that it becomes appropriate to use physical intervention, it will be used as an act of care and not punishments, and staff will follow the guidelines outlined below. Staff need, whilst taking any of the action detailed in this policy, to make sure that the pupil understands that this is a last resort and the security of the pupil is continually maintained.

#### **Circumstances when physical intervention might be appropriate**

- Action is necessary in self-defence or because there is an imminent risk of injury to someone or of significant damage to property.
- A pupil attacks another pupil or a member of staff.
- A pupil misses class or tries to leave the school in circumstances where that pupil could be at risk if not kept in the classroom or school.
- It may be necessary to physically intervene to move a child in the following situations, but only when all other possible tactics outlined in our behaviour policy have been tried. In either of the following cases, physical intervention will be limited to a request to leave the classroom and then physical presence only needed as a deterrent (for example, a blocking stance with the use of arms to direct to pupil to the door).
- A pupil persistently refuses to obey instructions to leave a classroom.
- A pupil is behaving in a way that is seriously disrupting a lesson.
- A member of staff will sometimes need to rely on their professional judgement about whether or not to physically intervene by placing themselves in a hazardous situation, or to stand back and allow a pupil or colleague to face a potential hazard. Staff must balance the level and duration of their intervention against the seriousness and likely affects results of the incident.

#### **What staff will do before and during any physical intervention**

Before physically intervening, staff will:

- remain calm and attempt to create calm;
- tell the pupil to stop and explain to them what will happen if they do not; and
- use a range of non-physical alternatives aimed at calming or defusing situations in order to prevent further escalation.

These might include:

- continuing to speak and listen to the pupil(s);
- employing an appropriate level of eye contact during any dialogue;
- diverting, distracting, cajoling or humouring the pupil where appropriate;
- reasoning with and offering appropriate choices to the pupil(s).

Sometimes a teacher should not intervene in an incident without help. For example, when dealing with physically large pupils, with groups of pupils, or if the teacher believes he or she may be at risk of injury, the teacher should remove other pupils who may be at risk and summon assistance from a colleague or colleagues, or where necessary telephone the police. The teacher should tell the pupil(s) that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation through talking to the pupil and try to prevent the incident from escalating.

Whilst physically intervening, staff will:

- use the minimum amount of force required to achieve the desired result;
- tell the pupil that physical restraint will stop as soon as it is no longer necessary;
- continue to use a range of non-physical alternatives aimed at calming or defusing situations in order to prevent further escalation, as above; and/or
- remove the rest of the class when a pupil persistently refuses to leave or offers any kind of resistance to being removed from a classroom. Communication with the pupil concerned can continue in isolation.

### **Ways in which staff may use reasonable force**

Whilst there is no legal definition of reasonable force, DfES circular 10/98 advises that: “the degree of force employed must be in proportion to the situation and the seriousness of the behaviour or the consequences it is intended to prevent”.

A potentially dangerous situation may involve staff in:

- physically stepping in between pupils
- blocking a pupil's path
- holding
- pushing
- pulling
- leading a pupil by the hand or arm
- guiding a pupil away by placing a hand in the centre of the back
- (in more extreme circumstances) using more restrictive holds.

Staff are not permitted to act in a way that might cause injury, for example by:

- holding a pupil round the neck, by the collar, or in any other way that might restrict the pupil's ability to breathe
- slapping, punching or kicking a pupil
- twisting or forcing limbs against a joint
- tripping up a pupil
- holding or pulling a pupil by the hair or ear
- holding a pupil face down on the ground.

The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force.

Physical force cannot be justified in a situation that could clearly be resolved without force, for example to prevent a pupil from committing a trivial offence.

### **Staff who are permitted to use reasonable force to control or restrain pupils**

Section 550A of the Education Act 1996 permits adults who have lawful charge or control of pupils to use reasonable force to control or restrain them. These include:

- teachers
- learning mentors
- teaching assistants
- midday supervisors
- other adults who may be working with pupils either on school premises or accompanying them on out of school activities, for example during field trips or on school journeys.

The head teacher will clearly identify the staff authorised to use physical intervention, bearing in mind that any member of staff is entitled to intervene in an emergency.

### **Training**

Our school will ensure that a copy of this policy will be given to all permanent and long term supply staff and be fully explained to them. A shortened form of this policy (see appendix B) will be given to all short term supply and casual staff, as well as to any other person authorised by the head teacher to have care of pupils, for example parents accompanying a school trip.

Our school aims to identify, address and review the training needs of school staff, with a view to developing a shared awareness of:

- how and when to intervene; and
- how to prevent, defuse and/or resolve disputes, including the appropriate use of anger management, de-escalation and conflict resolution skills and techniques.

Appropriate training will be provided to all school-based staff, in line with the LEA's policy and guidelines.

### **Planning for the needs of individual pupils**

Our school aims to identify, together with parents or carers, any pupils whose behaviour is potentially thought to require physical intervention, and to consider the needs of those pupils in relation to:

- any individual medical, social, behavioural, learning or cultural factors
- any individual education plans, pastoral support programmes or personal education plans which support the pupil.

If a member of staff thinks that a particular pupil may at sometime need such intervention, the circumstances and requirements will be presented for discussion at an appropriate meeting of relevant staff.

### **Other physical contact with pupils**

Our school believes that some use of appropriate, positive physical contact with pupils can contribute to its development as a safe and friendly school. Some physical contact may be necessary or unavoidable when staff are working with:

- younger children who may need encouraging or guiding
- pupils with special educational needs who may need physical prompts or help
- pupils requiring first aid
- pupils receiving coaching in sport or as part of another curriculum activity
- pupils in distress.

Our staff will make professional and sensitive judgements about the nature and extent of their physical contact with pupils. We will take into account cultural sensitivities and gender differences, the needs of adolescent pupils and of those who may be particularly vulnerable following previous trauma or abuse.

### **Record-keeping**

Our school keeps a record of all incidents where physical intervention involving the use of force against the will of a pupil has been necessary, in a book with numbered pages. The head teacher or nominated senior member of staff will be told at the earliest possible time after an incident. The written record will be completed within one working day and discussed with the nominated person who will also decide how and when to report the incident to the pupil's parent or carer.

If the incident included a physical or verbal assault on a teacher or adult or another pupil, the council's accident or incident form should also be completed. (This can be found on the intranet.) The teacher or adult involved may seek guidance from a senior colleague and/or their trade union representative before filling in their report.

We will discuss the incident with any pupils or staff who were present and, where appropriate, collect a written account from them. In line with our commitment to working with parents, we aim to maintain an open discussion during events following an incident. The written accounts relating to an incident will be put together in a folder and numbered to match the record page on which the school's form is completed.

We will regularly review the number and type of incidents in which physical intervention has been necessary. This will be used to ensure that there is adherence to this policy and to identify improvement needed in other policies and procedures of the school.

### **Sharing of information**

All members of the school community should know of the existence of this policy. In principle, as few people as possible should know of any specific incident and staff should maintain maximum confidentiality. This is so that governors and staff involved in any consequence or complaint can do so without having acquired hearsay knowledge.

## **Complaints**

Complaints following a dispute about the use of physical intervention by an adult should, in the first instance, be referred to the head teacher or the school's nominated person (see below). This will generally result in an investigation, which will take account of the written or verbal reports which have been collected.

Where disputes cannot be resolved informally within school or by the governors, complaints should be pursued in accordance with the school's complaints procedures.

## **Implementation, monitoring and review**

Head teacher or nominated person) is responsible for:

- ensuring that all staff are familiar with the London Borough of Richmond upon Thames' guidelines and the school policy
- ensuring that all relevant staff have received training in non-physical interventions in order reduce the need for physical intervention
- ensuring that named personnel have received training in physical intervention techniques
- monitoring and reviewing the implementation of the school's policy.

## **Physical intervention with pupils**

### **Guidelines for short-term supply and casual staff and other adults authorised by the head teacher to work with children in Holy Trinity Primary School**

Physical intervention must never be used as a punishment.

- It should only be used if there is an immediate danger to pupils, staff or school property.
- It must only be used if all other tactics have failed.
- Any force used in a physical intervention must be of minimum strength and duration in order to deal with the immediate danger.
- Send for help as soon as you can, probably using another pupil to do so.
- Be careful how you handle a pupil. Never hold them by the neck, collar, ear or hair. Do not slap, punch, kick or trip them. Do not twist limbs, force limbs against the joint or hold a pupil face down on the ground. Avoid contact with breasts, bottoms and genital areas.
- Talk to the pupil; explain that physical contact will cease as soon as they calm down.
- Keep yourself and other pupils safe – it might be better to remove other pupils than to try to physically intervene with the aggressor.
- Do not put yourself at risk by confronting pupils who are bigger or stronger than you, who are armed or who otherwise pose a threat to your safety.

All incidents of physical intervention must be reported to the head teacher or designated teacher within one day, and should be written up immediately if

possible. The designated person is the head teacher. Seek advice following an incident from a senior colleague and/or your trade union representative.

If a physical or verbal assault has occurred, the council health and safety form should also be completed. This is available on the intranet.

Copies of the full school policy, together with copies of the LEA's policy and DfES circular 10/98 are available from the head teacher.

### **Organisations which act as trainers to education establishments in the use and avoidance of physical intervention**

A list of organisations accredited by the BILD Physical Interventions Accreditation Scheme follows. Richmond Borough advocate the Team Teach training.

CMS – Conflict Management Solutions

Bro Morgannwg NHS Trust

CALM Training Services Limited: [www.calmtraining.co.uk](http://www.calmtraining.co.uk)

Crisis Prevention Institute

Positive Response Training Ltd.

Sarum International Limited

SCIP: PROACT-SCIPr-UK (The Loddon School)

Studio III [info@studio3.org](mailto:info@studio3.org) and website: [www.studio3.org](http://www.studio3.org)

Team-Teach

Timian Training

NAPPIE

National Control and Restraint General Services Association: [www.ncrgsa.com](http://www.ncrgsa.com)

Schools wishing to have training in avoiding physical intervention, especially concerning children with behavioural and/or learning difficulties, may wish to contact John Kipps, the headteacher at Clarendon School.

## Appendix 1

### Physical intervention model incident recording form

This form should be completed following an incident involving physical intervention and kept by the school for future reference (it may be fixed so as to avoid removal to the numbered page in the book used for recording such incidents).

|  |   |
|--|---|
| <b>Name(s) of pupil(s):</b>  | <b>Date:</b> <span style="float: right;"><b>Time:</b></span>                              |
| <b>Ethnicity:</b>  | <b>Gender: M/F</b>  |
| <b>Nature of the incident:</b><br>Verbal abuse<br>Threatening behaviour<br>Refusal<br>Kicking<br>Punching<br>Fighting<br>Other (please specify)              | <b>Involving:</b><br>Staff<br>Pupil(s)<br>Property<br>Equipment<br>Other (please specify) |
| <b>Why was physical intervention required?</b> (Continue on a separate sheet if necessary)<br>The circumstances that led to the incident<br><br><br><br><br> |   |
| When and where the incident took place   |   |
| The name(s) of any staff or pupils who witnessed the incident  |   |
| The circumstances and reason for using physical intervention   |   |
| The danger perceived   |   |

|   |   |
|---|---|
| <p>How the incident began and progressed, including details of:<br/> the pupil's behaviour and response</p> <p>what was said by each of the parties involved</p> <p>the steps taken to defuse or calm the situation</p> <p>the degree of force used, and any restraint used</p> <p>how it was applied and for how long; details of any injury</p> |   |
| <p><b>Further action taken by the head teacher (circle as appropriate)</b></p>  |   |
| <p>Health and safety accident form completed Y/N</p> <p>Child protection investigation Y/N</p> <p>Racial incident record Y/N</p>  | <p>Parent or carer contacted Y/N</p> <p>Police or others informed Y/N</p> |
| <p><b>Signature of member of staff reporting:</b></p>   | <p><b>Signature of head teacher:</b></p>                                  |
| <p><b>Date:</b></p>   | <p><b>Date:</b></p>   |