

TOUCH AND PHYSICAL INTERVENTION POLICY

HOLY TRINITY & ST JOHN'S C E P SCHOOL

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Reviewed and Ratified at
Full Governors Meeting December 2016

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As a Church of England School this policy is read within the context of the Christian values and teachings of our school.

Learning to Fly Higher



To develop confident, curious, independent, resilient life-long learners within a Christian environment

In accordance with guidance and legislation we have developed a policy to detail the reasonable adjustments that may need to be made to ensure the health, safety and well-being of all pupils and staff within our school.

This document is a statement of the principles of positive handling adopted by Holy Trinity & St John's CE Primary School. It should be read in conjunction with the school's Safeguarding Policy, Behaviour Policy, Staff Code of Conduct, and Managing Allegations Against Staff (SPS Guidance).

This policy provides a framework in conjunction with the school's Behaviour Policy for the establishment of a safe, secure and orderly environment in which children can learn and develop and in which staff can work. It is written for all stakeholders of the school to enable all to apply procedures consistently.

3. Aims

The aims of the policy are:

- To protect the well-being of pupils, for whom staff have a shared responsibility;
- To protect staff members while they undertake their roles and responsibilities;
- To ensure that a consistent approach is used by all staff.

4. Legislation regarding physical intervention

www.gov.uk Use of Reasonable Force Advice Reviewed – July 2015

www.gov.uk – Keeping Children Safe in Education – September 2016

Guidance from the DfE give teachers and other staff in school the authority to use '**reasonable force**' to **control or restrain pupils** in five types of incidents:

1. To prevent injury to the child;
2. To prevent injury to others;
3. To prevent damage to property;
4. To prevent the breakdown of discipline;
5. To prevent a criminal offence.

There is no legal definition of reasonable force.

It is recognised that good behaviour must be acknowledged and celebrated as a matter of course and that this in itself is a primary tool in managing behaviour.

A fundamental issue to be considered in the use of any form of physical contact with a child or young person is their absolute right to be both "touched" and "not touched". It is clear that for some young people who may have had experiences of abuse in the past the issue of being touched in any way must be managed sensitively. Similarly for some young people their need for emotional support and comfort may at times extend to being physically comforted and this too must be managed appropriately.

TOUCH

There are times when some pupils require a touch to comfort them in times of emotional or physical distress. As a staff and with the support of the Governing Body, we accept that there are acceptable areas of the body that may be touched.

We will predominantly touch pupils on the:

- hand
- shoulder
- elbow
- upper arm
- back

There are times when a hand placed on the head helps to reassure or encourage attention.

When needing comfort many pupils want to hug or hold on to an adult, some may even want to sit on the teacher's leg. A teacher will, if they feel that it is appropriate, place the pupil on their lap with the child's feet to the side. On no occasion should the adult be on their own with a pupil in such a hold.

PHYSICAL INTERVENTION

There are occasions when a pupil may be putting themselves or others in danger. It is on these infrequent occasions that we will hold the pupil if they are at risk of harming themselves (and so it is in their best interest), damaging property or because they are harming others (and so it is in the best interests of that child or adult).

The pupils who are known to be at risk of needing restrictive physical interventions will have a Pastoral Support Plan (PSP). The PSP is written with the parents and details the common behaviours exhibited by the pupil and the members of staff that may be required to hold the pupil at any time.

Any restraint that may be required is only considered to be the **last possible means** of keeping the pupil (or another) safe from harm. **Reasonable and proportionate** restraint will be used at all times. It is the responsibility of all staff to ensure the safety and well being of all members of the school community at all times. This responsibility must extend to themselves in the first instance. It is therefore essential that staff make a judgement quickly about the safety of using a hold or restraint. **They should only proceed if they have determined that all else has been tried and failed**, that there is likely to be serious harm to persons or property if nothing is done or that the good order of the environment will be severely disrupted. Finally then they can apply the hold or restraint safely for the young person and themselves. If necessary the rest of the children in the class should be removed from the situation.

In the event of any physical intervention becoming necessary the member of staff may advise the child about what they are going to do before touching the child. The child must be given ample opportunity to change their behaviour.

A second adult must witness the response. This is to protect both the member of staff and the child.

While intervening, the member of staff must employ the minimum physical force necessary for the minimum period. **Minimum reasonable force will be used on all occasions.**

The child must be told throughout about the choices they have regarding their behaviour and how the physical intervention could be ended through pupil compliance.

For the purpose of this document the terms holding, escorting and restraint will be defined by the outcome, which is intended when the physical intervention is applied.

- **Escorting** - the intention to move a child away from a particular area, the degree of force will determine when this becomes a restraint i.e. when a child has no choice but to move under the direction of the staff
- **Holding** - the intention to keep the child in a particular place see above for when this becomes restraint
- **Restraint** - the intention is to overpower the child because they have lost all control and are a danger to themselves and or others or property

Escorting and Holding

To be used to discourage and redirect from unwanted behaviours which are likely to lead to a loss of control by the young person resulting in severe disruption to the orderly environment, damage to property, damage to self or others.

Staff should use their judgement in using this method as to whether it is likely to lead to a full scale restraint. Factors for consideration will be the likely reaction of the young person based on the most recent and accurate information available and the content of any plan; the environment i.e. the impact of onlookers or events immediately preceding the incident.

It is important at all times the young person is made aware of what is expected of them and that as soon as there is a genuine attempt to comply with such expectations the hold be ceased. Always the amount of force that is used should be the minimum necessary to successfully achieve the desired outcome as defined above.

Physical Restraint

Physical restraint should only be used when all other strategies have been tried and found to be unsuccessful. In the first instance staff should always attempt to diffuse the situation by:

- Appropriate use of voice in terms of pace volume and tone
- Adjustment of body position to ensure minimum threat to the young person and maximum safety for staff generally a sideways stance
- Facial expression eye contact in positive and calming
- Appropriate use of humour
- Making clear the expectations of all concerned in the incident and the likely consequences if behaviour deteriorates further
- Seeking help from other staff to diffuse the situation

Following any necessary restraint there will be an opportunity for the adults and the pupil to talk through the incident and the adult will explain clearly why the pupil needed to be held - for their safety or for the safety of others. The parents are also informed either by letter or by telephone call. On occasions it may be necessary for the parents to come in and to collect their child.

The adult or adults who have been involved in using physical restraint will then complete a **Serious Incident Record form** detailing the nature of the risk, the de-escalation techniques used and the holds that may have been necessary. The original report will be kept in the serious incident folder in the Assistant Head and Inclusion Manager's office and a copy will be made for the pupil's main file. Any restraining injuries to be marked on a body map and this record to be kept with the original report.

Pupils should not be restrained in a way which involves holding a child on the floor.

Pupils should not be restrained for more than a few minutes.

Pupils must be monitored carefully while being restrained.

Restraint must be used as a last option when other strategies have failed.

Repairing relationships

Once a child has calmed down and any sanctions have been applied, staff should take time to rebuild their relationship with the child. This will involve calmly explaining why the action had to take place and giving the child support to discuss their feelings.

Restorative Justice is very important to all at our school. The child and anyone else involved in an incident should be supported to rebuild their relationships and for apologies to be made.

Staff involved in an incident should be provided with pastoral support as appropriate.

It is the duty of all members of staff to be proactive with safeguarding of children. Any member of staff who wishes to discuss the conduct of another should be aware that strict protocols regarding allegations will be adhered to by senior management.

Angela Harding