

**‘Opening the Gate to Success’**

Safer Handling Policy 2018-2020

Parkgate Primary recognises the importance of positive relationships between pupils and staff. The school recognises the importance of a safe learning environment if children are to reach their learning potential. The school also recognises the day to day positive behaviour of the children in its care. The school acknowledges that in exceptional circumstances staff may need to use positive handling to ensure the continuing safety of all children in its care. The following policy statement is to be read alongside our Personal Development, Behaviour and Welfare Policy and the Safeguarding & Child Protection Policy.

**Statement of Safeguarding Children**

At Parkgate school, our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Children and Child Protection Policy, and procedures in place which we refer to in our Safeguarding Children Policy. This is available on our website. All staff including volunteers and supply staff must ensure that they are aware of our procedures.

Our designated Safeguarding Officer is the headteacher Zoë Richards. Our qualified Safer Handling trainer is Doug Melia who has had input into this policy [doug@safer-handling.co.uk](mailto:doug@safer-handling.co.uk)

**Policy on the Safer Handling of pupils**

The Physical Intervention Policy has been updated after recent Safer Handling training for staff. All staff are required to adhere to this policy, including temporary, volunteer or supply staff.

This policy sets out the framework for the use of reasonable force in the form of holding, handling, escorting and in extreme circumstances physically intervening to prevent greater harm from occurring. Positive Handling should always be set within the school’s overall behaviour management framework and is used only as a last resort under-pinned by sound risk assessment.

**Current Legislation and Guidance**

Legislation that came into force on 1.9.98 ( Section 550 of the education Act1996) together with national guidance (DfES Circular 10/98), **establishes in a school setting the existing common law precedents allowing one to prevent harm to self, others and damage to property.** It sets out the powers of teachers and other staff to use reasonable force if required.

The DfE issued non statutory guidance on using force to control or restrain pupils in July 2013 in the document ‘Use of reasonable force.’ **This document defines reasonable force as ‘using no more force than is necessary.’**

In July 2002 the government published Guidance on the use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning and /or Austistic Spectrum Disorders.

**The underpinning principles are that**:

* The use of force should, wherever possible , be avoided
* There are occasions when the use of force is appropriate
* When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.

**Strategies for Managing Challenging and Risky Behaviours**

The use of restraint requires skill, judgement and knowledge. Key staff at Parkgate have been trained in the use of methods taught and practised in the Edexcel Safer Handling (Care and Control) award certificate.

Where necessary, the degree of force used must be in proportion to the perceived outcome of the incident taking into consideration the severity of the behaviour or the consequences it is intended to prevent. Any force should always be the minimum needed to achieve the desired result with the highest degree of certainty. The persons (unless it is an instinctive intervention or emergency action then there should always be a minimum of two staff physically intervening with a pupil) exercising the restraint must be authorised by the head teacher (see list of authorised staff, appendix 1) and those who have received appropriate Edexel Safer Handling Care & Control approved training that is in date.

The use of reasonable force depends on the individual circumstances. Staff members are reminded that this is a ‘power’ and not a duty. Staff have a duty of care to themselves and others including the children in their care. Where a staff member felt that by exercising their power to intervene physically they may put themselves or the child in physical danger or, they felt their intervening may cause greater harm or was likely to fail then they are advised to seek a safer alternative.

In the event of Positive Handling becoming necessary, where appropriate before physically intervening, the members of staff should advise the child calmly and repeatedly about what they are going to do and why. Staff should advise the child how they might change their behaviour to avoid this outcome. If appropriate any other children and adults present should also be warned. A second adult should always be present to assist with any holds to reduce the risk of the child or staff member suffering bodily harm and as a witness if allegations of assault are made later by the child. Single person interventions should not be used unless a person is intervening in an emergency. In such a case staff would be acting to prevent greater harm occurring to the child. Staff are advised to try to win time to call for help as an alternative to acting on their own.

Staff must take into account if the child has an individual risk assessment or is listed on the medical needs register kept in the first aid room and follow any guidelines mentioned. Staff risk assessments must be considered where deemed necessary (see appendix 2).

While intervening staff must:-

* Minimise the amount of time where the child is restrained
* Avoid prolonged struggling
* Wherever possible keep talking to the child and give choices as to how they could behave in a manner that would end the need for restraint
* Always look to use the least intrusive method of intervention
* Remain calm and manage any verbal abuse professionally

Pupils should not be restrained on the floor. Where a pupil drops to the ground they are to be held until it is safe to release and then when safe to do so monitored as they get back on their feet. If it is not necessary to hold them, then staff should not. If restraint is required for an extended period (for example, more than five minutes) a senior member of staff must monitor the situation closely with a view to safeguarding the child and the staff concerned.

When positive handling is required, staff members will always try to avoid injuring pupils. However, in extreme circumstances this may not always be possible. Refer to the complaints section below.

An adult in charge of children has a responsibility to intervene in the event of the following types of incident. Types of incident where the use of force may be necessary are given as:-

* Action due to imminent risk of injury to themselves or others
* Action due to imminent risk of significant damage to property

Force cannot be used for revenge, retribution or to teach someone a lesson. In some circumstances it may be possible to remove the rest of the children from the area and allow the child concerned to calm down safely. Where positive handling is used, to reduce the risk of serious injury methods of intervention to avoid include the following:

* Holding a child around the neck, collar or other way that may restrict breathing
* Slapping, punching, kicking or tripping a child. Holding or pulling a child by their hair or ear.
* Twisting or forcing limbs against limbs.
* Indecently touching or holding.
* Holding a child on the ground prone (face down) or supine (face up)
* Use of basket holds- Holding a child’s arms across their body from behind ( also known as a wrap)
* Lifting a child off the floor to intimidate

**Recording and Reporting**

The agreed de-briefing procedures should be adhered to in order to support the child, the members of staff involved, any other children involved and, in line with our child protection and safeguarding policy, the parents. Where positive handling has been used a record of the incident always needs to be completed within 24 hours. An incident reporting and recording form should be completed. See **appendix 3.** All staff and children involved will undertake a de-briefing meeting with the head teacher or delegated member of the senior leadership team. The parents should meet with the head teacher or SLT as soon as possible after the incident. Copies of the form will be kept with behaviour records and added to the special educational needs file if applicable. Staff members involved will be given a copy. Parents will be given a copy.

Where appropriate, safer handling advice may be added to a child’s Personal Education Plan (formerly an IEP). An individual risk assessment may be completed following discussions with parents, staff and outside agencies.

**Complaints**

The availability of a clear policy regarding Positive Handling and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff or incidents will be managed by the head teacher in accordance to the guidelines set down in the School’s Complaints Procedure. The Chair of Governors will be informed but other governors will not be involved as a complaint may require further action on their part.

**Training for staff**

The Headteacher will ensure that staff are appropriately trained and updated. Parkgate is currently using the Safer Handling methods taught and practised in the Edexcel Safer Handling (Care & Control) award certificate. Key staff have completed this training.

Policy: September 2016

Reviewed: 10th October 2018

Date of next Review: September 2020

**Appendix 1**

List of staff authorised by the head teacher who have received appropriate Edexel Safer Handling Care & Control approved training that is in date. (Updated October 10th after Refresher Training)

|  |  |  |
| --- | --- | --- |
| Zoe Richards | Ben Henley | Claire Allibone |
| Lucy Bishop | Dave Vernam | Pete Davies |
| Lee Austin | Becky Chandler | Kully Mattu |
| Andrea Blundred | Monique Stretton | Ben Wainwright |
| Kirsty Marshall | Gillian Campbell | Bethany Lauder |
| Rani Tiwana | Richard Holland |  |

**Appendix 2**

Parkgate School Parkgate Road, Coventry, CV6 4GF Tel: 02476 637381

RISK ASSESSMENT FOR THE USE OF RESTRAINT

The use of restraint would only be acceptable when the child is at serious risk of injuring themselves or other children.

|  |  |  |
| --- | --- | --- |
| RISK | CONTROL MEASURES | STAFF/CHILDREN AFFECTED |
| Risk of injury to a child | Restraint used only as a last resort. Safer Handling techniques used by trained personnel. | The individual child. |
| Risk of injury to an adult | Restraint used only as a last resort. Safer Handling techniques used by trained personnel. | The individual adult |
| Risk of further injury to an existing staff medical condition | Any existing staff medical conditions must be disclosed to the Head teacher and advice taken as to whether the use of restraint in any circumstances is viable. | The individual adult |
| Risk of distress to other children | Whenever possible, other pupils should be taken to another location or the child being restrained removed to a place of safety | All |
| Risk of complaint from parent | Always call for assistance. Wherever possible, at least two adults should be present | Trained staff |
| Risk of repeated incidents | In certain circumstances, a place/room of safety will be created and used where there is a risk of repeated occurrences | Individual pupils at significant risk |

**Appendix 3**

**Incident Reporting and Recording Form**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Parkgate School**  **Serious Incident Record** | | | | | | | **Incident Number\_\_\_\_\_** |
| **Name Of Young Person:** | | | | | | | |
| **Location of Incident:** | | | | | | | **Date:** |
| **Full Names of Staff Involved:** | | | | | | | |
| **Start Time of Serious Incident:** | **Duration of Any Restraint:** | | **Any Injuries:** | **Medical Check:** | | **Incident Reviewed With Young Person:** | |
|  | Mins: | | * Child * Other | * Offered * Accepted | | * Offered * Accepted | |
| **Nature Of Risk** | | **External Agencies**  **Informed** | | | **Supporting Records**  **Completed** | | |
| * Injury To Person * Damage To Property * Criminal Offence * Serious Disruption * Absconding * Other Please State: | | * Medical Staff * Parent/Guardian * Social Worker * Placing Authority * Police * Other Please State: | | | * Accident Report * Medical Report * Formal Statement * Other Please State: | | |
| **Environments and Triggers:**  Describe what was happening and what led up to a dangerous situation:  Circle the level of potential risk  Low Medium High  Circle and/or describe precisely what the risk was  Vebal abuse Slap Punch Bite Pinch Spit Kick Hair Grab  Neck grab Clothing grab Body holds Arm grab Weapons/Missiles  Other Please State:  **Who was at risk?** | | | | | | | |
| **Controlling Risk**  Describe any changes you made to routines, personnel or the environment in an attempt to reduce the risk of this happening | | | | | | | |
| **Diversion, Distractions and De-escalation Attempted**  Verbal advice and support Firm clear directions Negotiation Limited Choices  Distraction Diversion Reassurance Planned ignoring Contingent Touch  Calm Talking/Stance Time Out Withdrawal Offered Withdrawal Directed  Transfer Adult Reminders about Consequences Humour Success Reminders  Other Please State: | | | | | | | |
| **Physical Intervention Strategies Attempted**  Refer to training ( updated 17th September 2018) | | | | | | | |
| **How Was Restraint Ended:** | | | | | | | |
| **Young Persons Comments Throughout:** | | | | | | | |
| **Outcome of Debrief and**  **Strategies Implemented For Preventing Re-occurrence** | | | | | | | |

|  |  |  |
| --- | --- | --- |
| **Any Further Comments/Incidents During Restraint** | | |
| **Report Completed By** | **Signed** | **Date** |
|  |  |  |
| **Head Teachers Comments** | **Signed** | **Date** |
|  |  |  |