



## **Wraxall Church of England Primary School**

### **Positive Handling Procedure Policy (Previously known as physical restraint)**

**Policy Approved: October 2020**

**Authorised for Issue: October 2020**

**To next be reviewed: October 2022**

## Our School Vision

Picture a school at the heart of the community, surrounded by nature and where the children can't wait to arrive in the morning because they know that they will experience the excitement and joy of learning.

Picture a school where the children are *inspired* to aim high and believe that their dreams are achievable because they will have developed the skills and knowledge needed. They have the confidence to challenge themselves because they know that their mistakes will only make them stronger. They will flourish and become all that they aspire to be.

Picture a school where the children are *nurtured* to be the best that they can be. They know that school is a safe and inclusive place because they have seen that all are welcomed and cared for. They will show compassion in all that they do and will make society a kinder place for all.

Picture a school where the children are celebrated for being unique individuals who together form a strong and united team. They become active and creative citizens who will *achieve* amazing things throughout their lives and develop a better future for all.

Picture Wraxall Church of England Primary School – *Inspiring, Nurturing, Achieving*

Our School Vision Statement takes as its starting point the following model developed by the Church of England and the Church in Wales:

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level.'

The school vision also reflects the Church of England's Vision for Education and supports the promotion of Christian values. Our vision is based around elements of 'The Parable of the Sower'.

"The seeds sown in good soil" Mark 4: 13-20

In our school we follow our values to help us to show compassion towards others and our world. When we demonstrated our values, we are helping our school to grow and flourish and enabling our community to live "life in all its fullness" John 10:10

## Our School Christian Values

Our School's Christian Values are demonstrated in all that we do and say

**\*Compassion \* Responsibility \* Respect \* Perseverance \* Friendship \* Honesty \* Courage**

## CONTENTS

### Physical Restraint Policy 2020

#### 1.0 Introduction

This document is designed to explain the policy on physical contact and provide guidelines which enable all staff to provide consistent support to pupils who exhibit challenging behaviour. Where restraint is required, this will be carried out by trained staff. By following this advice the aim is to minimise risk to the health and safety of all who use the school.

#### 2.0 Guidelines

##### 2.1 Department for Education Guidelines

The Department for Education has produced a document “Use of Reasonable force” offering advice to Headteachers, staff and Governors on the use of reasonable force. This is a non-statutory document intended to provide clarification on the use of force to help staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of headteachers and governing bodies in respect of this power.

##### 3.0 The Legal View

Legally, touch without consent is considered a criminal offence. However, staff also should consider their over-riding duty of care. It is vital that before intervening staff should think through the possible outcomes and be sure that they can account for their actions. They can always be challenged by employers, parents and the law.

- As a general rule nobody has the right to touch, move, hold or contain another person
- However, people with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside the norm
- Whenever they do so they should be clear about why it is **necessary**.
- The best legal defence would be to show that any actions taken were in the child’s **best interest** and that they were **reasonable and proportionate**.

##### 4.0 Positive Contact with Students

There may be times when it is appropriate to have positive physical contact:

For example,

- Comfort, such as a time-limited sideways hug
- Curricular reasons (eg P.E.)

- Gentle guidance
- First aid (see final section in document)
- Shaking hands

The most important rule is to know pupils. Staff should not touch a pupil unless they are confident that they know that there would be no detrimental effects in doing so. Staff should take into consideration:

- The pupil's age
- The pupil's gender
- The pupil's understanding of the need for contact
- The location
- How often
- Parts of the body
- The pupil's background

If a member of staff is not sure of the above or is uncertain then no contact should take place unless there is an urgent need to avert immediate danger to the pupil or another person or where staff may be deemed negligent if they fail to intervene.

### **5.0 Physical Intervention**

Staff may physically intervene using reasonable force:

- To avert immediate danger or risk of danger to the pupil
- To avert immediate danger or risk of danger to other people including oneself
- Where property is at risk (reasonably significant property)
- Where a pupil is behaving in a way that is compromising good order and discipline

Where possible physical intervention will be carried out by trained staff.

### **6.0 Risk Assessment**

Time will not always allow a proper risk assessment prior to an intervention but where the risk is foreseeable, it is important that assessment of risk is carried out and all staff are made aware of these assessments.

An immediate risk assessment at the scene should consider:

- The most effective outcome
- Clothing/ jewellery worn by those involved
- The location
- The age, gender and medical condition of the pupil and the member of staff
- The availability of assistance
- The presence of other pupils (they should be moved to another area if possible)
- The state of mind of the pupil and the member of staff
- The presence or potential risk of weapons

- Knowledge of the pupil's previous history especially with prior restraint and physical contact

## **7.0 Restraint**

7.1 Restraint should only be used as a last resort. All other de-escalation/distraction strategies should be applied first. Restraint should never be used to impose will upon a pupil. Staff should not physically intervene if they feel that they are not able to regulate their own emotions. The best practice in any educational establishment is where there is a low incidence of restraint.

## **7.2 Handling**

If restraint is necessary, staff should apply restraint training techniques to the situation wherever possible. They should be aware of the following in particular:

- Ensure that wherever possible at least two members of staff are present
- To use minimum force for the minimum time
- Not to inflict pain
- Not to degrade or demean
- To avoid contact with sensitive body parts

## **7.3 During Restraint**

Restraint should always be for as little time as possible and while it is happening the following principles should be applied:

- Actions should be explained
- The pupil should be reassured in a calm way
- Clear regular messages about conditions for ceasing restraint should be given
- The type of and strength of the physical force being used should be monitored
- Airway, breathing and the general health and well-being of the pupil should be paramount at all times.

## **7.4 Following Restraint**

Once a pupil is calmer and no longer requires restraint staff should continue to talk to the pupil and continue de-escalation and reassurance. The following must also be carried out:

- A restraint log must be completed on CPOMS.
- The incident must be reported to the head teacher or a member of the Senior Leadership Team immediately. They will then contact the pupil's parents/guardian/carer
- Parents must be informed as soon as possible following the restraint.
- It may be necessary to de-brief other pupils who were witness or involved
- Staff involved in holding should be given an opportunity to de-brief with senior staff, ideally within 24 hours

## **8.0 Training**

A regular system of training is in place to support staff and pupils. A list of trained staff is available.

### **9.0 Summary**

Staff should always remember:

- Pupils are in your care.
- At times, positive physical contact may be appropriate.
- Physical intervention should be used in a positive manner to keep them safe.
- Staff can be and should be challenged, where appropriate, about what is done by colleagues, parents, social workers etc.
- Staff should be sure of their actions, intentions and feelings

### **10.0. Policy Review**

This policy will be reviewed biennially by the Designated Safeguarding Lead and the Safeguarding Governor.