



## SAFE HANDLING

Issue No 52

Date 09/06/15

### **Purpose**

It is our responsibility to provide a safe and secure environment for the entire school community (pupils and staff) and to promote and sustain appropriate behaviour.

The following purposes underpin the school's policy and practices:

- To create a learning environment in which children and adults feel safe
- To protect every person in the school community from harm
- To protect all pupils against any form of physical intervention, which is unnecessary, inappropriate, excessive or harmful: and
- To develop and implement guidance for staff (teaching and non-teaching) so that they are clear about the circumstances in which they might use reasonable force to restrain pupils and how such force might be applied.

### **Definition of Reasonable Force**

The minimum force necessary to prevent a pupil from physically harming him or herself or others or seriously damaging property but used in a manner to preserve the dignity of all concerned.

We need to consider:

- Planned intervention in which staff employ, where necessary, pre-arranged strategies which are based upon a risk assessment and this intervention is recorded
- Emergency or unplanned use of force/intervention, which occurs in response to unforeseen events e.g. pupil fights

### **Preventative Strategies**

- This school actively promotes positive behaviour management strategies as outlined in our Behaviour Management Policy, thus reducing the need for the use of any form of physical intervention, except in an emergency situation.

### **Risk Assessment**

- Risk assessments (appendix 2) are prepared to minimise the risk of an incident escalating unnecessarily, these are only considered for those children whose behaviour constitutes a potential risk.
- Risk assessment will be considered from two perspectives (a) environmental risk assessment and (b) individual risk assessment.
- Following a Risk assessment, a Safe Handling Plan will be completed for the pupil. (Appendix 1)

### **Safe Handling Plan**

Where it is thought a pupil might require physical restraint a Safe Handling plan (appendix 1) is drawn up. The plan includes helping the pupil to avoid provoking situations, helping them find success and minimise their frustration.

The plan will involve parents / carers, the pupil (Where appropriate), key staff that have contact with the child.

Training needs will be assessed and put in place as required to ensure best practice is maintained.

### **Roles and Responsibilities**

Reasonable force/safe handling can be used by any member of staff who is authorised to have lawful control or charge of pupils.

### **Procedures**

A member of staff may have to decide between making an intervention using reasonable force by placing him/herself in a dangerous situation or standing back and thereby allowing colleagues or pupils to face

potential danger. There will always be an element of personal judgement in these decisions. However, it is reasonable to expect a member of staff to engage in some risk where there is evidence of danger and intervention has a good chance of being effective. Staff should not, however, put themselves in personal danger merely to safeguard property.

Reasonable force/safe handling can be used by a teacher or other authorised person(s) on the school premises or when authorised elsewhere. Reasonable force should be limited to emergency situations and used only as a last resort when all other behaviour management strategies have been exhausted.

The only occasions on which a child needs physical restraint are:

- In self defence or because there is imminent risk of injury to another pupil or person
- Where there is a developing risk of injury to another pupil or person, or significant damage to property.
- When a child is intent on damaging property, and verbal commands will not control the behaviour.
- When engaging in behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere. (Education and Inspections Act 2006 section 93)

The restraint applied should be as limited as possible, sufficient to maintain the child in a safe state.

School staff are not expected to put themselves in danger. Removing pupils and themselves from a source of danger is sometimes necessary. We appreciate the integrity of our staff and value their efforts to rectify situations that are difficult and in which they exercise their duty of care for their pupils. However, we do not require them to go beyond what is reasonable in carrying out this duty.

### **Forms of Reasonable Force**

When other behaviour management strategies have failed, staff should send a reliable pupil to the office for assistance using the red emergency card available in all rooms. Minimum intervention is used depending on the age, sex, physical strength, size, medical condition and any special needs of the pupil. It should be used in a way that preserves the dignity and respect of all concerned. A calm and measured approach should be taken at all times. It should be appropriate to the particular pupil and be in accordance with the school's agreed strategies and the following procedure which must be adhered to at all times:

- Tell the pupil to stop the inappropriate behaviour
- Ask the pupil to behave appropriately, clearly stating the desired behaviour
- Tell the pupil that physical intervention will take place if inappropriate behaviour continues
- Intervene in a measured way

If any member of staff feels at risk he/she should seek support from the nearest staff member.

Possible forms of reasonable force used by the school will depend on individual circumstances and may include:

- Physically moving between and separating pupils who are fighting, or who are about to fight
- Blocking a pupil's path (when it is deemed unsafe to let them go)
- Leading or guiding a pupil by the hand or arm, or shepherding them with a hand placed carefully in the centre of the back.
- Holding a pupil who has lost control until they are calm and safe.
- Use of reasonable force to remove a weapon or dangerous object from a pupil's grasp.
- Where there is immediate risk of injury, any necessary action that is consistent with the concept of 'reasonable force' – for example to prevent a pupil running into a busy road or hitting or hurting someone.

**If a child will not settle and is a danger** to him/herself, others or property, then some form of restraint is required to keep everyone safe. This must always be in the presence of two adults and the child should be fully aware of what is happening and why.

- A RESTRAINT MUST NOT BE ATTEMPTED BY AN ANGRY ADULT
- Talking to the child about the problem will not always be appropriate but should be attempted through the challenging behaviour.
- The child should be taken to a safe area away from other children.
- The second adult can, if required, clear the immediate environment of potentially damaging objects, chairs, etc.
- It is necessary for one adult to take precise details of the situation.

**If it is not possible to move the child**, the rest of the class will be moved to another room away from the child. Two adults should remain with the child to clear the environment of damaging objects and to take precise details of the situation.

### **Health and Safety**

When using reasonable force/physical intervention/restraint/safe handling, the pupil's health and safety must always be considered.

Physical interventions should involve the minimum amount of force necessary to resolve the situation and calm the pupil.

### **Limits on the Use of Force**

The law strictly prohibits the use of force which constitutes corporal punishment.

The use of force as a punishment or to intentionally cause pain, injury or humiliation contravenes our Child Protection Policy. Staff should never act in a way that might reasonably be expected to cause injury, for example by:

- Holding around the neck
- Adopting any hold that might restrict breathing
- Kicking, slapping or punching or using any implement
- Forcing limbs against joints
- Tripping
- Holding or pulling by the hair
- Holding the pupil face down on the ground
- Staff should also avoid touching or holding a pupil in any way that might be considered indecent

### **Record Keeping**

All incidents involving the use of reasonable force must be recorded (see appendix 1). The Head Teacher will keep an accurate up-to-date record of all such incidents.

Immediately following any incident the member of staff concerned must inform the Head Teacher or a senior member of staff and provide a written record/report within 24 hours of the incident. Where possible, the pupil's view should also be recorded as soon as possible, preferably on the same day.

The chair of Governors and the Head Teacher will review annually the entries in the incident book.

Records of incidents will be kept until the date of the child's twenty-first birthday. In the event of the young person being over 18 when they leave school, records should be kept for 3 years after their date of leaving. Confidentiality and the young person's right to privacy will need to be ensured.

All serious incidents are reported to the Governors and copies are passed to the relevant LA officers as laid out in Beds CC Information Circular H/08/30 Physical Intervention Guidance (Restraint) September 2008.

### **Contacting parents**

Parents/carers should be contacted as soon as possible and the incident explained to them (with an interpreter if necessary). This must also be recorded and ideally signed by the parents/carers.

Any complaint from a parent will be dealt with according to the school's complaint policy and directed to the Chair of Governors or the Head Teacher.

References can be made to the following documents:

Section 93 of the Education and Inspections Act 2006

DCSF Use of Force to control and Restrain Pupils Nov 2007

Beds CC Information Circular H/08/30 Physical Intervention Guidance (Restraint) September 2008.

Advice from Unions and Professional associations.

### **Equal Opportunities**

This policy needs to be read in conjunction with our Equal Opportunities Policy.

Appendix 1  
Safe Handling Report  
Scott Lower School



Date:	Time:
Name of pupil on whom force was used by a member of staff:	
Year group:	
Location:	
Names of staff involved (directly or as witnesses)	
Description of incident by staff involved, including any attempts to deescalate and warnings that force might be used:	
Reason for using force and description of force used:	
Any injury suffered by staff or pupils and any first aid and/or medical attention required:	
Follow up, including post-incident support and any disciplinary action against pupils:	
Any information about the incident shared with staff not involved in it and external agencies:	
When and how those with parental responsibilities were informed about the incident and any views they have expressed:	
Has any complaint been logged (details should not be recorded here) ?	
Report compiled by - signature: Name and Role: Date: Report countersigned by - signature: Name and role: Date:	

**Appendix 2**  
Risk Assessment  
Scott Lower School



<b>NAME OF PUPIL:</b>	<b>DOB:</b>	<b>AGE:</b>								
<b>SEN REGISTER CODE OF PRACTICE STAGE:</b>										
<b>SUPPORT TO-DATE:</b>										
<b>INDIVIDUAL EDUCATION PLAN:</b>										
<b>RISK ASSESSMENT COMPLETED BY :</b>										
<b>DATE:</b>										
<b>SIGNED:</b>										
<b>Consultation has been carried out...</b> Please tick as appropriate. <table border="1" style="width:100%; margin-top: 5px;"> <tr> <td style="width:70%;"><b>with the pupil</b></td> <td style="width:30%;"></td> </tr> <tr> <td><b>with other pupils</b></td> <td></td> </tr> <tr> <td><b>with the parent/carer</b></td> <td></td> </tr> <tr> <td><b>with staff</b></td> <td></td> </tr> </table>			<b>with the pupil</b>		<b>with other pupils</b>		<b>with the parent/carer</b>		<b>with staff</b>	
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<b>with staff</b>										

This numerical evaluation of risk is not an absolute but simply affords a pupil's predisposition and risk frequency to be compared.

**RISK FACTORS**

Score	Risk
25	Very High
15-20	High
8-12	Medium
6-10	Low
1-5	V Low

Level of Likelihood	x	Frequency	=	Risk
Very Likely 5	x	Hourly (5)	=	25 greatest
Likely 4	x	Daily (4)	=	16
Quite Possible 3	x	Weekly (3)	=	9
Possible 2	x	Monthly (2)	=	4
Unlikely 1	x	Termly (1)	=	1 lowest

Likelihoods	Frequency
Very likely 5	Hourly 5
Likely 4	Daily 4
Quite Possible 3	Weekly 3
Possible 2	Monthly 2
Unlikely 1	Termly 1

Types of Behaviour Causing Concern: Level of Risk, Frequency, People to whom Behaviour Exhibited. People to whom Behaviour Exhibited.

BEHAVIOUR	VERY LIKELY	LIKELY	QUITE POSSIBLE	POSSIBLE	UNLIKELY	FREQUENCY H - Hourly D - Daily W - Weekly M - Monthly IT - Termly
<b>DISRUPTION:</b>						
Vandalism						
Bullying						
Fighting						
Violent and Aggressive						
Angry Outbursts						
Impulsive Dangerous Behaviour						
Self Harms						
Medically Related Behaviour						
Threatening and Abusive						
Other (please specify)						

PEOPLE TO WHOM BEHAVIOUR IS MOST LIKELY EXHIBITED :	VERY LIKELY	LIKELY	QUITE POSSIBLE	POSSIBLE	UNLIKELY	FREQUENCY H - Hourly D - Daily W - Weekly M - Monthly IT - Termly
<i>Classroom Teacher</i>						
Subject Specific Teacher (please specify)						
<i>Classroom Assistant</i>						
Ancillary Staff (lunchtime supervisors, caretakers)						
Member of SMT						
Male Staff						
Female Staff						
Other Pupils in Class						
Other Pupils in School						
Male Pupils						
Female Pupils						
Younger/Older Pupils						
Ethnic Minority Pupils						



Appendix 3  
Safe Handling Plan

This SHP should be informed by the completion of a Risk Assessment and be written on the School Headed paper.

**Pupil:**

**DoB:**

**Year:**

**Pupil's Strengths and Interests:**

**Detailed description of behaviours which have led to the completion of SHP**

<b>Behaviour</b>	<b>When does this occur?</b>	<b>Who is affected?</b>

