

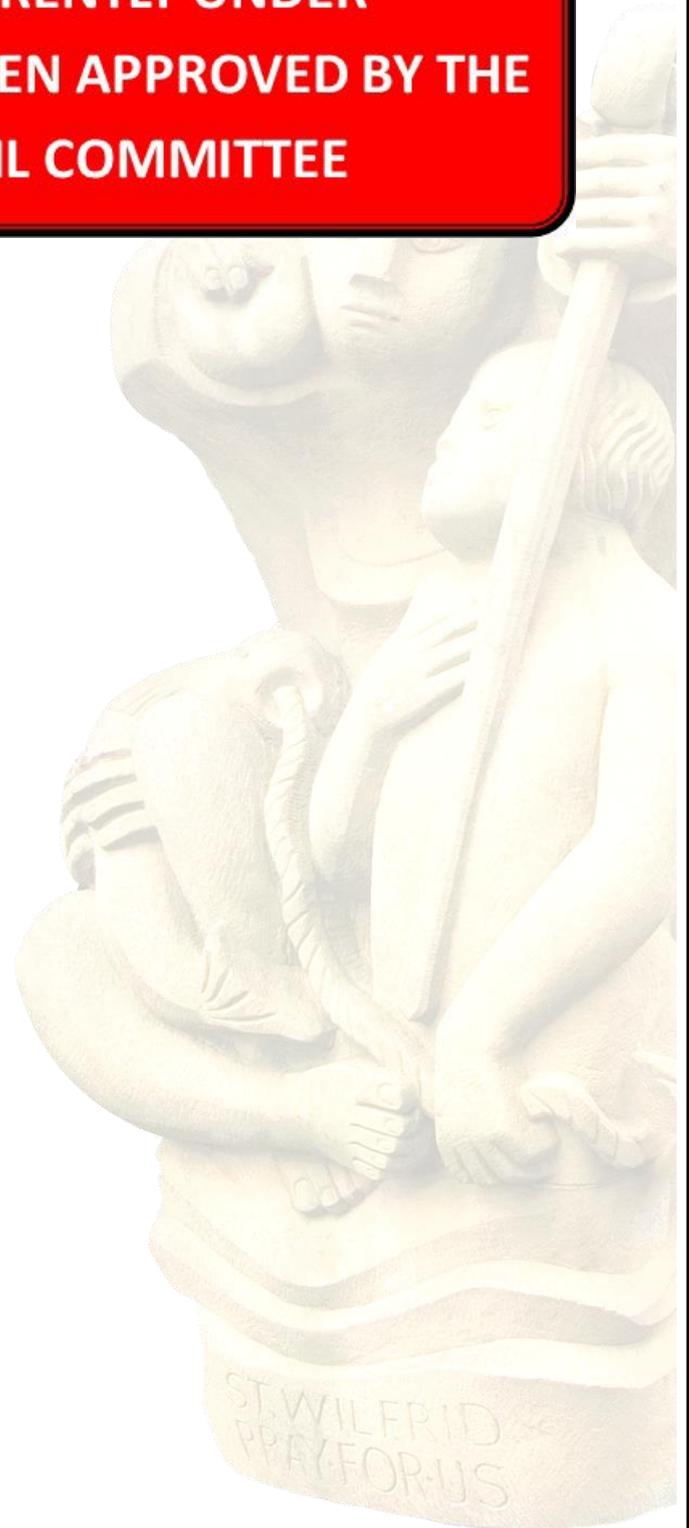


st. Wilfrid's

Catholic High School & Sixth Form College, a Voluntary Academy

**THIS POLICY IS CURRENTLY UNDER
REVIEW AND HAS NOT BEEN APPROVED BY THE
ACADEMY COUNCIL COMMITTEE**

Positive Handling & Restraint Policy



Keeping the Faith in Education

POLICY DOCUMENT	Positive Handling Policy 2017
Legislation: Education/Other	Legally Required document for Academy Schools
Lead Member of Staff	Headteacher
Lead Governor	
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Governor Committee	Full Governing Body
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POLICY ON POSITIVE HANDLING AND RESTRAINT

St Wilfrid's Catholic High School and Sixth form College is committed to being a fully accessible and inclusive school, welcoming, respecting and cherishing the individuals in its community- students, staff, and visitors.

Occasions where a student is physically restrained through positive handling are rare. Such positive handling will only ever be an appropriate solution in the extreme and exceptional circumstances. Most staff at St Wilfrid's will never be faced with such a situation.

The following guidelines apply to the rare circumstance where positive handling is the only solution, to protect students and so that staff can respond in an appropriate professional manner. This guidance applies to any member of school staff on school site or away from school site but a position of responsibility e.g. a school trip.

Guidelines

The Education Act 1996 states

Members of staff, both teaching and support, and other persons authorised by the Head Teacher to have control or charge of students, may in extreme circumstances use such force as is reasonable to prevent a student from doing, or continuing to do, any of the following:

Committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility);

Injuring themselves or others;

Causing damage to property (including the student's own property);

Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

Such provisions apply on the school premises, or when a member of staff or authorised person has lawful control or charge of the student concerned elsewhere e.g. on a field excursion or other authorised out-of-school activity.

The law forbids a member of staff or any authorised person to use any degree of physical contact which is deliberately intended to punish a student, or which is primarily intended to cause pain or injury or humiliation. This law applies in all circumstances. There is no legal definition for the term "reasonable force" but guidance states to use the minimum restraint necessary. The individual(s) age, emotional position and any special educational needs must be taken into account.

De-escalation Strategies

Where the risk is not urgent (the individual(s) or other members of the school are not at risk of physical harm) , physical intervention is not appropriate. School staff should always try to deal with a situation through other strategies that will defuse and calm the situation. This applies particularly where the aim is to maintain good order and discipline, and there is no direct risk to people or property. Any action which could escalate the situation needs to be avoided and the risk that positive handling may increase the risk to any member(s) of the school must be evaluated. The possible consequences of intervening physically, including the risk of increasing the disruption or actually provoking an attack, need to be carefully evaluated. Physical intervention to enforce compliance with instructions from a member of staff should not be used.

Any member off staff that encounters a situation where positive handling is required must seek support from colleagues and the BART team/SLT.

Members of the Behaviour and Rewards Team, SLT and the SEN team (Including the Speech and Language resource) were trained by TEAM TEACH in summer 2014 for best practice in positive handling. The next training session will be held in September 2017.

This guidance is re-enforced to school staff annually.

Guidance on Implementation

Throughout any incident, members of staff should present a calm and measured approach and should never give the impression that they have lost their temper, or are acting to punish the student. Before any member of staff intervenes physically, and wherever practicable, the student(s) misbehaving should be told to stop, and reminded of school expectations and sanctions should they continue. If positive handling has had to be used, the member of staff should communicate to the student(s) that this will stop as soon as it ceases to be needed.

Unless in an emergency a member of staff should NOT intervene physically without support from colleagues. Members of staff need to take into account the age, physical strength and numbers of students involved in any incident before intervention. Where possible other students (not causing the disruption) who may be at risk of harm should be removed. If members of school staff believe they may be at risk of injury the Police should be called. The staff present should inform the student(s) that they have sent for help and continue to try and defuse the situation/ prevent the incident from escalating.

Positive Handling

In an extreme circumstance where positive handling is used as the last resort in attempting to resolve a situation, it may take one of several forms. It could involve member(s) of staff in:

physically interposing themselves between students

blocking a student's path

leading a student by the hand or arm

shepherding a student away by placing a hand in the centre of the back

(in extreme circumstances) using more restrictive holds.

In an emergency situation, where there is an immediate risk of injury, member(s) of staff may need to take necessary action that is consistent with the concept of 'reasonable force': for example to prevent a young student running onto a busy road, or to prevent a student hitting someone, throwing something.

Member(s) of staff should always avoid touching or holding a student in a way that might be considered compromising.

Recording Incidents:

Immediately following an incident (or as soon as practical) where positive handling has had to be used the member(s) of staff involved must inform the appropriate member of the Senior Leadership Team and complete the Incidents of Restraint form kept in the Behaviour and Reward Team base (Appendix 1).

Members of staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report. They should also keep a copy of the report.

Parents should immediately be informed of an incident involving their child by a senior member of staff so that the matter can be discussed. In the case of a serious incident, the Chair of Governors will be informed by the Head Teacher and will be given a copy of the incident report. Any incident will be included in the Head Teacher's report to the full governors meeting.

Useful documents for reference should a complaint be made after positive handling has had to be used include

DfE Circular 10/95: Protecting Children from Abuse gives guidance about procedures for dealing with allegations against teachers

Section 550A of the Education Act 1996:

The Use of Force to Control or Restrain Pupils July 1998.

Physical contact with students in other circumstances

Other circumstances when physical contact with a student may be proper or necessary could include demonstrating exercises or techniques during PE lessons, sports coaching or Technology, or if a member of staff or authorised person has to give first aid. Students with special educational needs may need staff to provide physical support or help. Touching may also be appropriate where a student is in distress and needs comforting. Staff will use their own professional judgment when they feel a student needs this kind of support.

Staff should be sensitive to the fact that there may be some children for whom touching is particularly unwelcome. Information on students is available in the confidential booklet, vulnerable list and SIMS pen portraits. If a member of staff is unsure then no contact other than for immediate first aid should be given.

There should be a common approach where staff and students are of different sexes. Physical contact with students becomes increasingly open to question as students reach and go through adolescence, and staff should also bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued and hence avoided except for first aid and to safe guard.

Review

The guidance set out in this policy is in line with current DfE publications. As these changes the policy will need to be reviewed and amended annually. The policy will be reviewed following any incidents involving positive handling and necessary changes made. The Pastoral team consider it good practice to and aim to involve all stakeholders in assessing the accessibility off this policy.