

Student Safe Handling Procedure

It is recognised that in specific circumstances of serious threat to students, staff or property, it is necessary to use techniques that may involve some physical restraint in order to ensure the health and safety of all.

This procedure should be read in conjunction with the school's Behaviour Policy. It has been written in conjunction with the school's Equality and Diversity policy (Equality Act 2010).

Staff Training

Staff are encouraged to take up the opportunity of participating in the Team Teach Positive Handling Techniques training provided in year in school. On successful completion of the training, staff will be / are expected to develop their skills by periodically attending updates.

Section 93 of the Education and Inspections Act 2006 enables teachers and staff who have authority over students at the school to use restrictive physical interventions. However, in an emergency the use of physical intervention by other people can be justified if it is the only way to prevent injury or to prevent an offence being committed. The use of physical intervention should be reasonable and proportionate and would be expected to reflect the person's previous training in the appropriate use of Positive Handling Strategies.

A register of Team Teach trained staff and staff authorised to use Team Teach Positive Handling techniques is held by the DHT for inclusion.

Use of Restrictive Physical Intervention

Staff may use, in relation to any student at the school, such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including the student her/himself); or
- prejudicing the maintenance of good order and discipline at the school or among any of its pupils receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are defined in section 95 of the Act. They are:

- any teacher who works at the school, and
- any other person whom the Head teacher has authorised to have control or charge of students.

This:

- includes support staff whose job normally includes supervising students such as teaching assistants, learning mentors and lunchtime supervisors.
- can also include people to whom the Head teacher has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying pupils on school-organised visits).
- Does not include Prefects.

- The power may be used where the student (including a student from another school) is on school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit).

Recording

Incidents where physical interventions have been used should be reported to the Head teacher or any of the Deputy Head teachers in her absence. A Physical Intervention Form (see appendix) can be completed within 24 hours after the incident to support the recording of the incident, and attached in the physical intervention records book (Bound and Numbered book), which is held in the office of the DHT Culture and Climate. Otherwise, a direct log of the incident can be entered directly into the book. A written record will be entered into the book within 24 hours.

It is recommended that staff seek advice from a senior colleague or a representative of their professional association when completing the report. The contents of the incident book shall be reviewed on a half-termly basis and appropriate action taken.

Following a physical intervention, a Positive Handling Plan should be completed for the student involved. If the student already has a Positive Handling Plan, then the plan will be reviewed. If appropriate a risk assessment will be completed.

Post Incident Management

Incidents that require the use of restrictive physical intervention can be upsetting to all concerned. After the incident has subsided the staff and student involved will be given emotional support. They will be provided with an opportunity to talk about what happened in a calm and safe environment.

Parents or carers will be advised as soon as possible of an incident involving their child and given the opportunity to discuss it.

Complaints

Complaints will be dealt with by a committee of the Governing Body. The use of restrictive physical interventions must always be considered within the wider context of other measures. These include:

- establishing and maintaining good relationships with students and using diversion, diffusion and negotiation to respond to difficult situations.
- Use of a physical intervention that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force, will be dealt with under school disciplinary procedures.

Statutory Duty of the Academy

The Head teacher takes overall responsibility for the policy and its implementation, for liaison with the Governing Body, parents, LA and appropriate outside agencies. The Head teacher will ensure that staff are supported and have the opportunity to attend an appropriate training course including Positive Handling Strategies.

Monitoring, Evaluation and Review

The Head teacher will review this procedure annually and assess its implementation and effectiveness. This will be shared with the Governors annually. The policy will be promoted and implemented throughout the school.

**Appendix 1:
Letter to trained staff**

TO WHOM IT MAY CONCERN

Dear Sir/Madam

I authorise to have control over pupils, and thereby to be able use the strategies (including physical interventions) as recommended in the Team Teach Training, undertaken on..... in their work at the Taunton Academy. Physical interventions may only be used as an absolute last resort, when all other strategies have failed or are inappropriate and in situations where a student or adult is at risk of harm, where education is being seriously disrupted or property of a substantial nature is at risk of being damaged.

The Head teacher, or in her absence the Deputy Head teachers must be informed as soon as possible after an incident, and a Physical Interventions Form completed.

Authorisation continues until.....

Yours faithfully

**Appendix 2:
Record of Physical Intervention**

Please complete as soon as possible after the incident and return to the Head teacher. It is recommended that staff seek advice from a senior colleague or a representative of their professional association when completing the report.

Name of Student..... Form.....

Date of incident..... Time of incident.....

Staff involved.....

Staff witnesses.....

Student witnesses.....

Description of the events leading up to the incident, and de-escalation techniques used prior to the restraint and how the student responded:

Justification for the use of physical restraint:

- Physical safety of the student
- Physical safety of another student(s)
- Student safety of a member of staff at risk
- Student intending to harm him/herself
- Prevent/interrupt serious damage to property
- Prevent absconding
- Prevent serious disruption to a safe learning environment
- Other, please specify

Description of physical intervention used (identify staff involved, name of hold e.g. single elbow, double elbow, wrap, if standing or seated).

Length of time of physical intervention.

Details of any injuries sustained or complained of by staff or student, or damage to property and action taken.

Debriefing with student by whom?

Date:

Time:

Action:

Parents informed

By whom?

Date:

Time:

Debriefing with staff

By whom?

Date:

Time:

Comments

Signed..... **Date**.....

**Appendix 3:
Risk Assessment of Students Who Present Challenging Behaviour and Risk management
Strategy**

Name of student..... Form.....

Subject.....

Name of teacher.....

Identification of Risk

Describe the foreseeable risk. Is the risk potential or actual? Who is affected by the risk?

Assessment of Risk

In which situations does the risk usually occur? How likely it is that the risk will arise?
What kinds of injuries or harm are likely to occur? How serious are the adverse outcomes?

Assessment completed by.....

Signature..... Date.....

Risk Reduction Options

Measures Possible options Benefits Drawbacks

Proactive interventions to prevent risk

Early interventions to manage risk

Reactive interventions to respond to adverse outcomes

Agreed Behaviour Management Plan and School Risk Management Strategy

Focus of measures

Measures to be employed

Level of risk

Proactive interventions to prevent risk

Early interventions to manage risk

Reactive interventions to respond to adverse outcomes

Agreed by:

Parent or carer..... Date.....

Communication of Behaviour Management Plan and School Risk Management Strategy

Plans and strategies shared with:

Communication method

Date actioned

Identified training needs

Training provided to meet needs

Date training completed

Evaluation of Behaviour Management Plan and School Risk Management Strategy

Measures set out Effectiveness in supporting the student

Impact on risk

Proactive interventions to prevent risks

Early interventions to manage risks

Reactive interventions to respond to adverse outcomes

Actions for the Future

Plans and strategies evaluated by: Date.....

**Appendix 4:
Positive Handling Plan**

Name..... **Form**..... **Date**.....

TRIGGER Behaviours: (Describe common behaviours/situations which are known to have led to Positive Handling being required. When is such behaviour likely to occur?)

TOPOGRAPHY of behaviour: (Describe what the behaviour looks/sounds like?)

Preferred Supportive and Intervention Strategies: (Describe strategies that, where and when possible, should be attempted before positive techniques are used)

- Reassurance
- Negotiation
- Choices/Limits
- Humour
- Verbal advice and support
- Distraction
- Consequences
- Planned ignoring
- Distraction (known key words, objects etc.)
- Withdrawal
- Success reminder
- Transfer adult (Help Protocol)
- Time out offered/Time out directed Observed/Unobserved (delete as appropriate)
- Others?

Please state at least three Praise Points/Strengths: Areas that can be developed and built upon.

- 1:
- 2:
- 3:

Medical Conditions that should be taken into account before physically intervening: i.e. Asthma, Brittle bones.

Preferred Handling Strategies: (Describe the preferred holds: standing, sitting, ground, stating numbers of staff, what 'get outs' that can be used when holding etc.)

De-briefing process following incident: (What care is to be provided)

It is agreed that the Positive Handling Plan outlined above be put into place.

Please sign:

Please print name:

Date:

School: The Taunton Academy

Parents/Carers (signature):