

FCJ Primary School



Positive Handling, Care and Control of Pupils Policy

Mission Statement

Teach the children with all the kindness and gentleness possible.

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Article 3: Acting in the best interest of the children in our care.

The FCJ Governors are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment.



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Introduction

This policy should be read in conjunction with FCJ Primary School Behaviour Policy and SEN/D Policy. It supports teaching, support and voluntary staff in explaining the school's arrangements for the management of any pupil whose behaviours are, at times, more extreme and, therefore, putting themselves or others at risk of injury.

This policy follows the principles set out in the following documents:

- Guidelines for Physical Intervention in Schools
- Circular 10/98 of the Education Act 1996, Section 550A – 'The use of force to control or restrain pupils'
- Use of Reasonable Force July 2011 DfE
- The DOH/DFES Guidance 2002 "Guidance on the use of restrictive physical intervention for children who display Extreme Behaviour in association with Learning Disability and /or Autistic Spectrum Disorder.

Aims and Objectives

- The Headteacher will be responsible for ensuring that staff, Governors and parents are aware of the policy.
- The headteacher will ensure that any necessary training/awareness raising takes place so that members of staff know their responsibilities.
- To ensure that staff understand that in some circumstances appropriate physical contact is a perfectly normal part of their normal relationship with pupils e.g. to offer comfort when a pupil is distressed or to give them reassurance or to support in PE.
- To make staff aware of the sensitivities associated with any form of physical contact with students and for that reason physical contact should be avoided whenever possible.
- Physical contact must never be abusive, with intention to cause pain or injury and staff must always take account of gender issues and sensitivities.
- To ensure that the use of restrictive physical intervention is the outcome of a professional judgement made by staff on the basis of school policy.



Underpinning Values

Everyone attending or working in FCJ Primary School has the right to:

- Recognition of their unique identity
- Be treated with respect and dignity
- Learn and work in a safe environment
- Be protected from harm, violence, assault and acts of verbal abuse

Pupils attending this school and their parents have a right to:

- Individual consideration of pupils' needs, by staff that have responsibility for their care and protection.
- Expect staff to undertake their duties and responsibilities in accordance with the school's policies.
- Be informed about school rules and procedures and expected conduct of all pupils and staff working in school.

Definitions

- Physical Contact - Situations where proper physical contact occurs between staff and pupils, such as: in the care of pupils with learning disabilities; in games/PE; first aid; or to comfort a pupil.
- Physical Intervention - Where a child is diverted from destructive or disruptive action, for example, guiding or leading a pupil with little or no force.
- Physical Control or Restraint - Where techniques are used that "overpower" a young person. This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property (such incidents must be recorded).

Physical Control and the Use of Reasonable Force

There is no legal definition of reasonable force; however, there are two key concepts which must be considered.

1. Force must only be used when circumstances warrant it as a last resort.
2. Force must be in proportion to the circumstances and must be consistent with age, gender, cultural diversity, and the developmental, social, emotional and cognitive levels of the pupils. The level of force must be the minimum necessary to achieve the desired results. Behaviour Pupil Passports will be developed for any child whose behaviour has been identified as presenting a foreseeable risk.



When may pupils be Physically Controlled?

The use of physical control will be avoided whenever possible; it will not be used as a substitute for excellent behaviour management. Strategies for de-escalation, diversion and negotiation will always be employed first, unless this would be impractical or likely to increase any element of danger.

The main reason to physically control is to keep people safe and it must be remembered that any restraint can carry the risk of injury to pupils and staff.

It may be used:

- to prevent a pupil injuring themselves or others (e.g. attacking staff or other pupils)
- to prevent a pupil damaging property (e.g. deliberate vandalism)
- in an emergency e.g. fire, flood or building collapse
- where a criminal offence is being committed (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- when a pupil is absconding from the premises restraint should only be used if the pupil's level of maturity, emotional state or the location of the incident suggests they may not keep themselves safe when outside staff supervision
- where a pupil is engaging in behaviour prejudicial to maintaining good order and discipline at the school or during a teaching session off site. If restraint is used to establish good order it should be intentional that the actions will defuse the problem rather than exacerbate the problem.

Who may use physical control?

All school staff members have a legal power to use reasonable force in the situations described above. However, members of staff should not put themselves at risk. An individual would not be seen as failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety. Members of staff will be trained to use appropriate physical control and these members of staff should be on hand to support pupils in the first instance.

Training

Behaviour Pupil Passports will document triggers and agreed strategies used to encourage appropriate behaviour. These plans will also include agreed strategies, non verbal, verbal and physical to support an individual who have levels of arousal which can result in a crisis requiring the pupil to be restrained in order to prevent their own or others injury.

Every effort should be made to resolve conflicts positively and without harm to pupil, staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all the following approaches should be taken according to circumstances of the incident.



During an incident

Staff should use their CPD training, including agreed 'script', as a framework to defuse or deescalate a situation.

Staff should remain calm and not adopt a confrontational manner. They will use the safe stance to support diffusion and deescalation; they will be aware of children's personal space and the 'circles of danger.'

Talk will be low, slow and quiet.

Physical prompts may be used to reassure eg. Caring C on the elbow/the Friendly Hold to guide, escort or encourage.

If the child's tension increases desired behaviours should be stated, enforceable limits set choices and alternatives offered. The child may be guided to a quiet area.

If the situation continues to escalate with the child moving towards danger or threatening or hurting others, staff should firstly attempt to remove other pupils at risk and summon assistance from other staff.

Ongoing dynamic risk assessment on the part of the member of staff may determine that that child needs to be guided assertively or that it has become absolutely necessary to hold or restrain the pupil. If this happens ensure that face, voice and posture are supportive and not aggressive.

Staff should maintain appropriate communication with the pupil throughout an incident continuing to offer options and advice to deescalate the situation.

Such assistance may involve another member of staff taking over allowing the child to respond differently to a "change of face."

What to do after a serious incident

Staff must inform their member of the Senior Leadership Team following any incidents of physical control or restraint. They should also update the child's Welfare and Behaviour Chronology.

If staff or pupils have been injured, an accident record must be completed.

Staff will choose an appropriate time to Reflect, Repair and Rebuild their relationship with the child.

The Senior Leadership Team Member will ensure that this process has taken place. If parents have on-going concerns about the incident, the Senior Leadership Team Member should direct them to the school's complaints procedure.



PSHE

At FCJ Primary School we teach the children personal safety strategies through our PSHE curriculum.

We also aim to teach the children what is appropriate touching in the context of school.

If a child hugs a member of staff face to face, they will be encouraged into the 'safe hug' position.

If a child climbs on a member of staff's knee, they will be reassured and swiftly moved into an appropriate position alongside the member of staff.

Holding hands is an appropriate way to comfort and guide a child. It should not be used as a sanction.

Outcomes

The positive ethos, good behaviour and good relationships in this school mean that restrictive physical intervention will rarely be needed. This policy will ensure that in those rare circumstances the care and wellbeing of all pupils will be paramount.

Reviewing the policy

The policy will be reviewed as part of the school's evaluation cycle.