



the *King's* school

specialising in maths and computing

Physical Handling and Contact Policy



PHYSICAL HANDLING AND CONTACT POLICY

1 Policy Statement

The aim of this policy is to safeguard students and staff during any physical contact or activity that could be an infringement of their health, safety, security and well being. The school also aims to work within Statutory Legal requirements, DfE and LA Guidelines.

2 Purpose

An effective whole school Physical Handling Policy is one that provides clear direction to staff and others about expected codes of behaviour in dealing with occasions and issues that involve any physical contact between staff and students; either as part of catering for students needs, or as part of carrying out actions necessary to fulfil our 'Duty of Care' as staff.

An effective policy also makes explicit the school's commitment to the development of good practice and sound internal school/service procedures. This ensures that Physical Handling and Safeguarding concerns may be handled sensitively, professionally and in ways which support the needs of the child and protects the staff working with them from having their actions successfully challenged in court.

The aim of this policy is to safeguard and promote our student's welfare in line with the re issued 'Safeguarding Children Procedures' 2006 and the 'Children's Act' 2004. Students safety, health, economic well being, enjoyment and achievement and positive contribution to the school community are all guided and supported by the whole school guidance and welfare systems within the school fostering an honest, open, caring and supportive climate. The student's welfare and well being is of paramount importance.

Other legislation that this Policy works in line with includes the Equality Act 2010 Section 93 of the Education and Inspections Act 2006 and Section 45 of the Violent Crime Reduction Act 2006 which replaces the Section 550A of the Education Act 1996.

Objectives of this policy

- To provide all staff, Governors, parents and students with an understanding of 'care and control and the use of force';
- To emphasise positive care and control principles and ensure that the use of physical restraint is a last resort;
- To ensure all members of staff or authorised persons who may have to intervene physically with students, clearly understand the options and strategies open to them.

For the purposes of this policy Physical handling and specific guidance and procedures will be broken down into three main categories:

- **Physical Intervention and Restraint.**
- **Searching of Students.**
- **Intimate Care and Close Personal contact.**

Our school fully recognises the contribution it can make to protect children and support students in school.

There are three main elements to all the above sections of the Physical Handling Policy:

a) **Prevention:**

By creating a positive school atmosphere, through the consistent application of the whole school 'Positive Discipline for Learning' behaviour management policy. By the delivery of good quality teaching and learning and by offering guidance and welfare support to students.

Staff should always try to avoid or defuse situations in which physical intervention might become necessary and are trained to use the Bill Rogers techniques and the School's PDL behaviour management policy as part of staff Induction training.

b) **Protection:**

By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to situations and circumstances that they are likely to encounter.

c) **Support:**

For students and the school staff who have responsibility for meeting the needs of students and for their behaviour and safety in school. This is particularly important for those staff who work closely with SEN students and/or disabilities associated with extreme behaviour issues.

3 Scope

The contents of this policy apply to all teaching and support staff who work with student's in our school. See specific guidance regarding restraint and powers of search.

4 Responsibility

All adults working with or on behalf of children have a responsibility to safeguard and protect children. There are, however, key people within schools who have specific responsibilities namely the Headteacher and those Senior Leaders designated by the Headteacher.

5 School Commitment

Our School will:

- Follow normal application of the 'Positive Discipline for Learning' behaviour management policy to maintain a positive ethos where student's feel secure and have effective working relationships with staff;
- Support students up to and including the duty to have lawful care and control over them;
- Where normal procedure and policy are not effective and in exceptional and/or extreme circumstances this 'Duty of Care' may include the use of 'reasonable force' to restrain a student to prevent a criminal offence, injury, damage or disruption;
- Use the Power of Search may be used by the Headteacher and those delegated by the Headteacher to prevent injury and/or a criminal offence being committed.
- Take into account care, safety and hygiene procedures and give due regard to an individual student's privacy and dignity in line with consideration for their age, gender and cultural needs.

6 Publicity

A statement regarding the Physical Handling and Contact Policy will be made on all publicity materials, all new staff and students recruited to the School will be made aware of it during induction and in the Staff Handbook. The policy will be posted on the Shared (G) drive of the school internal network and is posted on the school website.

This policy should be read in conjunction with other related policies in school and is named as one of the policies that feeds into whole school safeguarding for staff and students.

These include ... (for example)

- Behaviour Management Policy
- Anti Bullying
- Child Protection
- Special Education Needs
- Health and Safety
- Sex Education

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection. All staff both teaching and support staff who are likely to be in contact with students must undergo all necessary statutory CRB checks as part of the employment procedure of the school.

SAFE SCHOOL, SAFE STAFF.

GUIDANCE / PROCEDURES

PHYSICAL INTERVENTION AND RESTRAINT

PURPOSE

Section 93 of the Education and Inspections Act 2006 enables teachers and other members of staff authorised by the Headteacher to use 'reasonable force' i.e. force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing any criminal offence (or for students under age anything that would be an offence for an older student);
- Causing personal injury to, or damage to the property of, any person (including themselves);
- Prejudicing the maintenance of good order and discipline at the school or among any student's receiving education at the school (whether during a teaching session or not).

There is no legal definition of when it is reasonable to use force and it will always depend upon the precise circumstances of individual cases. To be judged lawful the force used would need to be in proportion to the consequences it is intended to prevent.

The degree of force used must be proportional to the seriousness of the situation, behaviour or consequences it is intended to prevent and must always be the minimum needed to achieve the desired result.

Use of force should not be used to prevent low level or trivial misbehaviour and the use of force as a punishment is unlawful. However, deciding whether misbehaviour is trivial also depends on circumstances. For example, running in a corridor crowded with small children may be dangerous enough not to be regarded as trivial.

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).

The staff to which these powers of reasonable force applies is defined in Section 95 of the Act as:

- (a) Any teacher who works at the school;
- (b) Any other person whom the Head has authorised to have control or charge of students.
 - (i) This includes support staff who are normally involved in supervising students such as TAs, LSAs, Lunchtime Supervisors and Learning Mentors.
 - (ii) Can include people whose job does not normally involve supervising student's who have temporary authorisation to have control or charge of student's such as catering and premises staff or unpaid volunteers (e.g. parents accompanying students on trips).
 - (iii) Does not include prefects/blue tie students on duty.

Those exercising the power to use force must also take proper account of any particular Special Education Need (SEN) and/or disability that a student might have. Under the Disability Discrimination Act 2005 schools have two key duties:

- a) Not to treat a disabled student less favourably, for a reason relating to his or her disability, than someone to whom that reason does not apply, without justification: and
- b) To take reasonable steps to avoid putting disabled students at a substantial disadvantage to students who are not disabled (known as the reasonable adjustments duty).

PROCEDURES

Circumstances where the use of reasonable force would be considered by our school to be justified as necessary include the following examples:

- A student attacks a member of staff, another student or attempts self injury;
- Students are fighting, causing risk of injury to themselves or others;
- A student is committing or about to commit deliberate damage or vandalism to property;
- A student is causing or at risk of causing injury or damage by accident, through rough play or the misuse of dangerous materials;
- A student is running in a corridor or on a stairway in a way likely to cause an accidental injury to him/herself or others;
- Where a student is behaving in a way that is compromising good order and discipline e.g. a student persistently refuses to follow an instruction to leave the classroom or a student is behaving in a way that is seriously disrupting the lesson;
- A student is behaving in a way that disrupts a school sporting event or school visit;
- A student absconds from a class or tries to leave the school site other than at an authorised time. Refusal of a student to remain in a particular place is not enough on its own to justify the use of force. It would be justifiable if allowing the student to leave would
 - (i) entail risks to the student's or other students' or staff safety;
 - (ii) entail risk of damage to property;
 - (iii) lead to behaviour that prejudices good order and discipline such as disrupting other classes.

Practical considerations or procedures during incidents:

Do, where practical:

- Tell the student to stop and what will happen if she/he does not;
- Try to diffuse the situation orally, to prevent it from escalating;
- Try to move the student away from a peer audience;
- Attempt to communicate with the student throughout the incident;
- Ensure additional support can be summoned if appropriate;
- Make it clear that physical control or restraint will stop as soon as it ceases to be necessary;
- Always use a calm and measured approach.

Do not:

- Give the impression that you are nervous or not in control;
- Give the impression that you have lost your temper or are acting out of anger or frustration;
- Give the impression that you are trying to punish a student.

Application of force during incidents:

During incidents involving physical contact with a student, staff may:

- Use passive physical contact such as standing between student's or blocking a student's path;
- Use active physical contact such as leading a student by the hand or arm;
- Usher a student away by placing a hand in the centre of the back;
- Hold a student, using methods such as those practised in Team Teach;
- In more extreme circumstances, use more restrictive holds which may require specific expertise or training.

Staff should make every attempt not to:

- Hold a student by the collar or neck, or in any way that may restrict breathing;
- Slap, punch or kick a student;
- Twist or force limbs against joints;

- Trip a student;
- Hold or pull a student by the hair or ear;
- Hold a student face down on the ground;
- Act in any way that might reasonably be expected to cause injury;
- Touch or restrain a student in a way that could be interpreted a sexually inappropriate.

Where there is a high and immediate risk of death or serious injury any member of staff would be justified in taking any necessary action consistent with the principle of seeking to use the minimum force required to achieve the desired result.

Students with Special Educational Needs and/or disabilities:

The SENCO will be part of reviewing the School's Policy and Practice to ensure that appropriate account is taken of the needs of individual students with SEN and/or disabilities including 'fragile' or vulnerable student's. Where necessary there may be a need to make individual Risk Assessments where it is known that force is more likely to be necessary to restrain a particular student due to SEN and/or disability that is associated with extreme behaviour.

Individual RA is needed where SEN students are associated with:

- Communication impairments that make them less responsive to verbal communication;
- Physical disabilities and/or sensory impairments;
- Conditions that make them fragile such as haemophilia, brittle bone syndrome or epilepsy;
- Dependence on equipment such as wheelchairs, breathing or feeding tubes;
- Toileting difficulties and needing assistance from staff.

For those student's assessed as being at greatest risk of needing restrictive physical interventions Pupil Passports will be developed which will involve the parents and the student. These may include Positive Handling Plans. Positive Handling Plans set out the techniques that should be used and those that should not normally be used. Any planned use of physical intervention should be compatible with a student's statement and properly documented in school records.

As far as practically possible staff who come into contact with such students need to be made aware of the relevant characteristics of those individuals, particularly:

- (i) Situations that may provoke difficult behaviour, preventive strategies and what de-escalation techniques are most likely to work
- (ii) What is most likely to trigger a violent reaction, including relevant information relating to any previous incident requiring use of force; and
- (iii) If physical intervention is likely to be needed, any specific strategies and techniques that have been agreed by staff, parents and the student concerned.

Schools should seek/express (preferably written) consent from the parent to inform appropriate staff. However, where consent is unreasonably withheld the information may still be made available to staff who need it, where minimizing the chances of force being required would be vital in the interests of the student concerned.

Serious Physical Restraint in these cases will only be carried out by staff trained in restraint techniques, such as those taught by Team Teach, unless it is deemed an emergency by other staff to intervene.

Sometimes an authorised member of staff should not intervene in an incident without help, unless it is an emergency. Schools should have communication systems that enable a member of staff to summon rapid assistance when necessary. Help may be needed in dealing with a situation involving an older student, a large student, more than one student or if the authorised member of staff believes he or

she may be at risk of injury. In these circumstances he or she should take steps to remove other students who might be at risk and summon assistance from other authorised staff, or where necessary phone the police.

RECORDS AND MONITORING

All cases of physical intervention or restraint should be documented. A proforma (Appendix B & Appendix C if appropriate) should be completed as soon as possible after the incident.

Wherever possible, it is best to telephone parents as soon as possible after the incident before confirming details in writing. It is also good practice for parents to be given a copy of the school's policy on the use of force and information on post-incident support.

Parents should be told when and where the incident took place, which members of staff were directly involved (anonymised where necessary), why they decided that force had to be used, what force was used, whether there were any injuries and what follow up action (support and/or disciplinary) was being taken in relation to their child.

Any members of staff involved in the restraint should record their involvement. There should be time available for the member of staff to compose themselves and support in place to meet their needs.

If necessary and appropriate the Chair of Governors, LA, Social Services and police should be informed/consulted.

SEARCHING OF STUDENTS

PURPOSE

To ensure the safety of student's and staff in the school.

To minimise the risk of student's carrying offensive weapons in school and hence minimise the risk of injury to students.

To operate in line with new legislation introduced under Section 45 of the Violent Crime reduction Act 2006. This allows the use of reasonable force to search student's without their consent for weapons. Headteacher's have the power to search any student whom they suspect is carrying a weapon even where the student refuses to cooperate. The Headteacher can also delegate this responsibility to other members of staff.

Use of metal detectors, wands or scanners are classed as no contact or low contact and do not constitute a search. Schools can impose screening without suspicion and without consent including screening of selected groups of students as a deterrent and prevention measure. Schools can also refuse entry to students who refuse to be screened.

PROCEDURES

In order for a search to take place all reasonable measures should be taken to gain the student's consent before hand. School will only use the power to search without consent when all other options have been exhausted such as:

- Questioning the student, reminding them of school policy and asking them to surrender the suspected item;
- Where a student denies possession, but staff have suspicions, asking the student to consent to a search and explaining why;
- Using 'talking down' techniques to calm a student down and reduce escalation and the need for a search using force.

The statutory power of search applies where there are reasonable grounds for suspecting a student has anything that could be classed as:

- (a) A Knife - any article which has a blade or is sharply pointed;
- (b) An offensive weapon - any article made or adapted to injure a person, or any article that could be intended for that use by the person carrying the article or by another person. (This includes guns, broken bottles or even a paper weight if intended to cause injury);
- (c) Illegal substances;
- (d) Alcohol;
- (e) Stolen items;
- (f) Prohibited items (i.e. things banned by the school).

Reasonable suspicion is not defined in the guidance but should be based on 'facts relevant to the likelihood of finding a weapon' and not just on the type of student likely to be carrying one.

When a without consent search is carried out on a student then two adults must be present and both must be of the same sex as the student being searched. The power to search on suspicion and without consent enables a personal search. This may involve the removal of outer clothing and the searching of pockets but not an intimate search going further than that. Reasonable force can be used but should be kept to a minimum e.g. if patting down a student suggests there is a weapon the student should be asked to surrender it rather than it being taken forcibly.

Where it is felt unsafe for a Headteacher or member of staff to search a student without consent then the Police should be called. The school also recognises that teachers do not have a statutory duty to search students and have the right to refuse to do so but staff can be directed by the Headteacher to act as one of the two adults present whilst a search is carried out. Wherever possible the search will be carried out by Senior members of staff who are agreeable to doing so and who have received search training.

RECORDS AND MONITORING

Records must be kept of all without consent searches and Governors can ask for an annual report of the number of searches carried out. Records need to include the following information (see Appendix A):

- The nature of the search;
- Whether there was a group of student's or an individual involved;
- The grounds for suspicion;
- Action taken;
- Dates and signatures of the staff involved.

INTIMATE CARE AND CLOSE PERSONAL CONTACT

PURPOSE

The purpose of this section of the Physical Handling and Contact Policy is to:

- Uphold rights to privacy and dignity;
- Identify situations which have elements of close personal/intimate contact;
- Recognise the responsibilities of the adults involved;
- Safeguard all from misinterpretation of action;
- Ensure consistency of action whilst being sensitive to individual need;
- Dispose of waste safely.

PROCEDURES

Toileting/Changing

The following must be taken into consideration:

1. The need for privacy whilst being aware of the need to protect staff from allegations and student's from possible inappropriate touching;
2. Consistency of approach with necessary information being communicated to all appropriate staff;
3. Encourage as much independence as possible using the progression of skills
 - Opportunity
 - Dependence
 - Co-operation
 - Participation
 - Supervised independent action
 - Independence
 - Allowed to dress/undress where physically able
4. Be aware of assistants' own personal hygiene and use of appropriate aids - gloves, aprons etc.;
5. Be aware of general hygiene and disposal of waste. (N.B. Soiled nappies, catheters etc. are not clinical waste - double bagging is sufficient);
6. Give sufficient time, be aware of expectations and be familiar with the type and frequency of prompts;
7. Ensure females (and boys who catheterise) are cleaned front to back;
8. Creams etc. only to be used with written permission from parents;
9. Appropriateness of male/female assistance with boy/girl students to be agreed upon;
10. Secure documented parental agreement to procedures. If necessary this could include space for names of support staff members willing/able to assist at toileting times, and could include names of lunchtime staff available;
11. Prior to accompanying to the toilet, inform the relevant class teacher;
12. Report immediately back to the class teacher any concerns if a situation arises which causes support staff embarrassment.

Feeding/Eating

1. All procedures to be kept up to date with information from health professionals and parents;
2. Account must be taken of individual likes and dislikes and normal routine;
3. Hygiene procedures to be adhered to;
4. Emergency procedures to be put in place if possible choking may be an issue;

The importance of social interaction at break/lunchtime should not be underestimated

Physical Assistance

1. Give verbal prompts/instructions before touching, moving or handling;
2. Have due regard for instructions given by therapists regarding an individual movement/transfer;
3. Always use equipment recommended to assist with moving/transfers.

Students may have individual bathroom/feeding/physical assistance regimes which will be reviewed and amended as required, following advice.

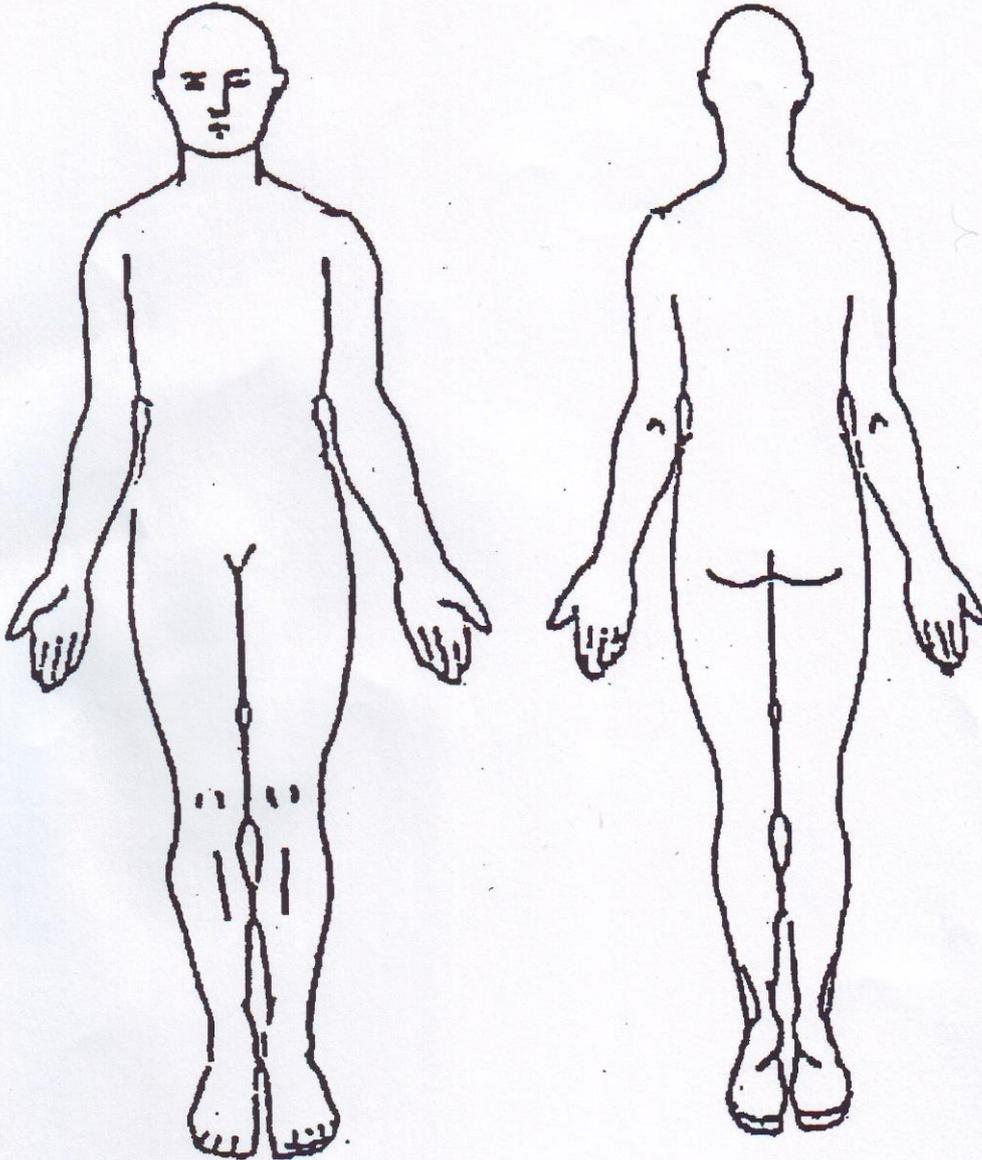
PHYSICAL HANDLING / SERIOUS INCIDENT RECORD

Name of student:		D.O.B:		
Date and Location of Incident:				
Start Time of Serious Incident:	Duration of any Restraint:	Any Injuries:	Medical Check:	Incident Reviewed with Student:
<input type="checkbox"/> <input type="checkbox"/> Hours <input type="checkbox"/> <input type="checkbox"/> Mins	<input type="checkbox"/> <input type="checkbox"/> Mins	<input type="checkbox"/> Child <input type="checkbox"/> Other	<input type="checkbox"/> Offered <input type="checkbox"/> Accepted	<input type="checkbox"/> Offered <input type="checkbox"/> Accepted
NATURE OF RISK/REASON FOR INTERVENTION:				
To avert immediate danger of: <input type="checkbox"/> Injury to the student <input type="checkbox"/> Injury to another student or staff <input type="checkbox"/> Damage to property <input type="checkbox"/> Criminal offence <input type="checkbox"/> Serious disruption <input type="checkbox"/> Absconding				
EXTERNAL AGENCIES INFORMED:		SUPPORTING RECORDS COMPLETED:		
<input type="checkbox"/> Medical staff <input type="checkbox"/> Parent/Carer <input type="checkbox"/> Social Worker <input type="checkbox"/> Planning Authority <input type="checkbox"/> Police		<input type="checkbox"/> Bound Book <input type="checkbox"/> Accident Report <input type="checkbox"/> Medical Report <input type="checkbox"/> RIDDOR <input type="checkbox"/> Formal Statement		
ENVIRONMENTS AND TRIGGERS:				
Describe what was happening and what led up to a dangerous situation:				
Tick the level of potential risk: <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High				
Tick and/or describe precisely what the risk was: <input type="checkbox"/> Verbal Abuse <input type="checkbox"/> Slap <input type="checkbox"/> Punch <input type="checkbox"/> Bite <input type="checkbox"/> Pinch <input type="checkbox"/> Spit <input type="checkbox"/> Kick <input type="checkbox"/> Hair Grab <input type="checkbox"/> Neck Grab <input type="checkbox"/> Clothing Grab <input type="checkbox"/> Body Holds <input type="checkbox"/> Arm Grab <input type="checkbox"/> Weapons/Missiles				
Other:				
Who was at risk?				
Controlling Risk:				
Describe any changes to you made by routines, personnel or the environment in an attempt to reduce the risk of this happening				
Diversion, Distractions and De-escalation Attempted:				
<input type="checkbox"/> Verbal advice and Support <input type="checkbox"/> Firm Clear directions <input type="checkbox"/> Negotiation <input type="checkbox"/> Limited Options/Choices offered <input type="checkbox"/> Distraction <input type="checkbox"/> Diversion <input type="checkbox"/> Reassurance <input type="checkbox"/> Planned Ignoring <input type="checkbox"/> Contingent Touch <input type="checkbox"/> Calm Talking/Stance <input type="checkbox"/> Take Up Time <input type="checkbox"/> Withdrawal Offered <input type="checkbox"/> Withdrawal Directed <input type="checkbox"/> Transfer Audit <input type="checkbox"/> Reminders about Consequences <input type="checkbox"/> Humour <input type="checkbox"/> Success Reminders <input type="checkbox"/> Step away <input type="checkbox"/> Non threatening body language Other:				

<p>Physical Intervention Strategies Attempted:</p> <p><input type="checkbox"/> Help Hug <input type="checkbox"/> Cradle Hug <input type="checkbox"/> Wrap <input type="checkbox"/> Sitting Wrap <input type="checkbox"/> Double Elbow <input type="checkbox"/> Half Shield <input type="checkbox"/> Sitting Double Elbow (Single Person) <input type="checkbox"/> Single Elbow (Two Person) <input type="checkbox"/> Sitting Single Elbow (Two Person) <input type="checkbox"/> Figure of Four (Two Person)</p> <p>Other:</p>
<p>Details of other students involved (directly or as witnesses), including whether any of the students involved were vulnerable for SEN, disability, medical or social reasons:</p>
<p>Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used:</p>
<p>Reason for using force and description of force used:</p>
<p>Any injury suffered by staff or students and any First Aid and/or medical attention required:</p>
<p>Follow up, including post-incident support and any disciplinary action against students:</p>
<p>Any information about the incident shared with staff not involved in it and external agencies:</p>
<p>When and how those with parental responsibility were informed about the incident and any views they have expressed:</p>
<p>Signed:</p> <p>Date:</p>

Body Map

- Draw a cross to indicate where the injury is.
- Use an arrow and detail what the injury is e.g. (A cut, a bruise or burn).
- Name the person the body map relates to.
- Write down your own name and the date.



Injured person Name

Injuries recorded by Name Date