



HOLY TRINITY
ENNISKILLEN

Safe Handling Policy

Signature of the Chair of Board of Governors: _____

Signature of the Principal: _____

Date: _____

Review Date: _____

This policy and our procedures have been developed in line with guidance from:

- The Department of Education NI circular 1999/9;
- DE document “Towards a Model Policy in Schools on the Use of Reasonable Force” August 2002;
- Pastoral Care in Schools – Child Protection: Code of Conduct for Staff (1999/10) paragraphs 69 to 72; and
- DE Circular 2003/13 Welfare and Protection of Pupils.
- Children (NI) Order 1995 – duty to protect and child protection responsibilities/ fulfilling responsibility.

Inclusion and Diversity

Inclusion and diversity are key principles in our school as it is made up of pupils from many different backgrounds, nationalities and experiences, each who have a wide range of skills, abilities, and interests. Individuality and difference is recognised and indeed celebrated in the school particularly through ‘individual improvement’.

‘Inclusion is about the quality of children’s experience; how they are helped to learn, achieve and participate fully in the life of the school’.

(Removing Barriers to Achievement 2004)

It is key in this policy that all in Holy Trinity feel special for whom they are and that they feel free from any form of injustice or prejudice. It is essential that all pupils feel cared for and safe as equal members of the school community. All pupils have the right to full entitlement and access to high quality education within a broad, balanced, relevant and differentiated curriculum. Each pupil no matter how they differ from others should feel valued and are offered curricular, pastoral and extra-curricular opportunities that allow pupils to develop their knowledge, understanding and skills so ensuring progress, success and self-confidence.

In Holy Trinity Primary School we believe:

- Each child has the right to be educated in a safe and secure environment where each child's spiritual, moral, intellectual, personal, social and emotional development is promoted.
- Parents and carers are informed and reassured that their children are being educated in a safe, caring and respectful atmosphere.
- All staff have the right to work in a safe and secure environment.

The Purposes of this Policy are to:

- Create a learning environment in which young people and adults feel safe.
- Protect every person in the school community from harm.
- Protect all pupils against any form of physical intervention, which is unnecessary, inappropriate, excessive or harmful. and
- 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 Education (NI) Order 1998 (part II Article 4 (1)) states:

"A member of the staff of a grant-aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or

- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.”

Based on this legal framework, the working definition of “reasonable force” is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

All schools need to consider:

- planned intervention in which staff employ, where necessary, pre-arranged strategies based upon a risk assessment and recorded within the pupil’s education plan;
- emergency or unplanned use of force/intervention, which occurs in response to unforeseen events, e.g. pupil fights.

PRACTICES

PREVENTATIVE STRATEGIES

The school actively promotes positive behaviour management strategies thus reducing the need for the use of any form of physical intervention, except in emergency situations.

Preventative strategies for inappropriate behaviour(s) are detailed in our school’s behaviour management policy especially – defusing and de-escalating conflict/confrontation or aggression.

RISK ASSESSMENT

Risk assessment is one of our preventative strategies to minimise the risk of an incident escalating unnecessarily and will be normal practice. Risk assessments from CCMS and the risk assessment pro forma from EA are used. Appendix 1 and 2. Team Teach Parental permission form Appendix 3

ROLES AND RESPONSIBILITIES

Reasonable force/safe handling can be used by any member of staff who is authorised by the principal to have lawful control or charge of pupils, e.g. teachers, classroom assistants, supervisory assistants. The principal will confirm with all staff those who are authorised to be in charge of pupils at any given time.

A number of staff are Team Teach trained namely all our learning support centre staff, Mr Treacy, Mr Reihill , Mr Devlin and classroom assistants Joe Graham and Joelyn Reid. They have been trained up on a two yearly cycle. This allows them to use learnt techniques in both deflection and in restraint on a number of specific children who are known to display behaviours which would place themselves and others at risk. Prior permission and risk assessments are in place for these children.

PROCEDURES

There may be circumstances when 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 a potential danger. There will always be an element of personal judgment in these decisions and there is the possibility of someone being injured. However, it is reasonable to expect a member of staff to engage in some risk where there is evidence of danger to others 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 e.g. supervision of pupils in bus queues, a field trip, on other authorised out of school activities such as a sporting event or educational trip.

Reasonable force should be limited to emergency situations and used only as a last resort when all other behaviour management strategies have been exhausted and where:

- action is necessary in self defence or because there is imminent risk of injury to another pupil or person;
- there is a developing risk of injury to another pupil or person, or significant damage to property;
- a pupil is behaving in a way that is compromising good order and discipline.

Examples that fall into the above categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects;
- a pupil is running in a corridor or on a stairway in which s/he might cause an accident likely to injure her/himself or others;
- a pupil absconds from a class or tries to leave school (Note: this will only apply if a pupil could be at risk if not kept in the classroom or at school);
- a pupil persistently refuses to obey an order to leave a classroom;
- a pupil is behaving in a way that is seriously disrupting a lesson.

FORMS OF REASONABLE FORCE

When other behaviour management strategies have failed - it should be the minimum intervention or force that should reasonably be employed depending on the age, sex, physical strength, size, understanding, medical condition and any special needs of the pupil and used in a way that preserves the dignity and respect of all concerned. The use of reasonable force/ safe handling should involve a calm and measured approach at all

times appropriate to the particular pupil and be in accordance with the schools agreed strategies and the following procedures:

- 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;
- during the incident repeatedly reassure the pupil and tell him/her that physical contact will stop as soon as he/she is ready to behave appropriately;
- if the teacher, classroom assistant or supervisory assistant feels at risk, e.g. from a large or older group of pupils, send for the nearest staff support.

The forms of reasonable force the school will use will depend on the circumstances and are:-

- separating pupils who are fighting, or who are about to fight;
- blocking a pupil's path;
- holding;
- leading a pupil by the arm;
- shepherding a pupil away by placing hands on the backs of elbows; or
- using more restrictive holds (in extreme circumstances).

In the early years forms of Safe Handling will again depend on individual circumstances and may include

- teaching a child to hold an adults arm appropriately whilst walking down a corridor or a staircase; or on a visit outside school;
- reacting instinctively to a situation by holding or restraining a child who is running onto a busy road;
- physically prompting a young child as part of an educational or behaviour programme or assisting a child with toileting

HEALTH AND SAFETY

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

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 the giving of corporal punishment. The use of force as a punishment or to intentionally cause pain, injury or humiliation would contravene 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;
- 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.

The use of reasonable force is only to be employed in exceptional circumstances or an emergency where a pupil appears to be unable to exercise self-control of emotions and whose behaviour is presenting a threat to himself/herself or others. A member of staff should not intervene in an incident without help if there is a risk that he/she may be injured or may endanger his/her life.

POST-INCIDENT MANAGEMENT

Guidance

The use of physical intervention can be upsetting to all concerned, therefore the school will ensure that staff and pupils are given emotional

support and where required basic first-aid treatment. Immediate action will be taken to ensure that medical help is accessed for any injuries that require more than basic first-aid. All injuries will be reported and recorded in accordance with the school's procedures – parents/carers must be informed and allowed an opportunity to discuss.

Where it is clear that the teacher/member of staff concerned needs further support, advice or training, the Principal will take prompt action to ensure it is provided. He will also will check for injuries or arrange first-aid or arrange for medical aid e.g. GP. He will liaise with school counsellor to provide staff and children with support after incidents.

CONTACTING PARENTS

Parents/carers should be contacted as soon as possible and the incident explained to them.

COMPLAINTS

If an incident occurs in Holy Trinity Primary School involving the use of reasonable force/restraint by a teacher, the procedures governing such incidents should be followed. This will include informing the parent(s)/guardian(s) of the child as outlined above.

In the event of a subsequent complaint made against a member of staff either by or on behalf of the child, this will be dealt with in accordance with the School's Complaints Policy/Procedure and in accordance with the Circular 2017 04-safeguarding-and-child-protection-schools-guide-schools. Staff who themselves are subject to physical violence or assault should be supported, as appropriate, in taking any necessary action against an assailant.

TRAINING AND DEVELOPMENT

All staff will have regular awareness raising of issues relating to the use of reasonable force/safe handling, procedures and practices relating to behaviour management and child protection policy and procedures. All

staff will receive appropriate training and development, in line with the school's staff development policy, in the use of preventative strategies and approaches for managing difficult situations when they may arise.

Training for Team Teach is provided on a two yearly cycle and is provided by accredited trainers.

DRAFT

Appendix 1 Risk Assessment.



Form (ii) Risk Assessment of Challenging Pupil Behaviour

(A) Pupil covered by this assessment:

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(B) Persons/Property exposed to risk:

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(C) Those involved in the assessment/role:

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(D) Background context/Any History of incidents/events/
medical information:

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Section F - Risk to other Pupils/Staff

(1) Identified Risk	(2) Severity 1-5	(3) Likelihood 1-5	(4) Risk Factor (Severity x likelihood)	(5) Further measures required (Yes/No)

(6) Risks scoring 12 or more	(7) Existing Precautions	(8) Additional Actions	(9) Action By/When

Section G - Risk to Property

(1) Identified Risk	(2) Severity 1-5	(3) Likelihood 1-5	(4) Risk Factor (Severity x likelihood)	(5) Further measures required (Yes/No)

(6) Risks scoring 12 or more	(7) Existing Precautions	(8) Additional Actions	(9) Action By/When

Section E - Risk to Individual Pupil

(1) Identified Risk	(2) Severity 1-5	(3) Likelihood 1-5	(4) Risk Factor (Severity x likelihood)	(5) Further measures required (Yes/No)

(6) Risks scoring 12 or more	(7) Existing Precautions	(8) Additional Actions	(9) Action By/When

Appendix 2 Permission for Team Teach

Team-Teach

Positive Handling Plan (PHP)



Name:

Setting:

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 & Intervention Strategies (Other ways of C.A.L.M.ing such behaviours Describe strategies that, where and when possible, should be attempted before positive handling techniques are used)

Verbal advice and support	<input type="checkbox"/>	Distraction (Known Key words, objects, etc..Likes)	<input type="checkbox"/>
Reassurance	<input type="checkbox"/>	Take up Time	<input type="checkbox"/>
C.A.L.M talking / Stance	<input type="checkbox"/>	Time Out (Requires a written plan)	<input type="checkbox"/>
Negotiation	<input type="checkbox"/>	Withdrawal (Requires Staff/Carer Observation)	<input type="checkbox"/>
Choices / Limits /	<input type="checkbox"/>	Cool Off: Directed / Offered (Delete as appropriate) Time allowed out to calm down or cool off.	<input type="checkbox"/>
Humour	<input type="checkbox"/>	Contingent Touch	<input type="checkbox"/>
Consequences	<input type="checkbox"/>	Transfer Adult (Help Protocol)	<input type="checkbox"/>
Planned Ignoring	<input type="checkbox"/>	Success Reminder	<input type="checkbox"/>
Others?			

Praise Points / Strengths: (Areas that can be developed and built upon) Please state at least 3 Bridge builders.

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 is the care to be provided)

Recording and notifications required:

Please print:	_____	Please sign:	_____
Establishment:	_____	Name:	_____
Placing Authority:	_____	Name:	_____
Parents/Guardians:	_____	Name:	_____
Name:	_____	Signature:	_____
Date:	__ / __ / __	Review Date:	__ / __ / __

Other Factors to Consider:

- Key behaviour difficulties
- Our understanding of the behaviour
- What we want to see instead
- Environmental Changes that might help
- Monitoring progress
- How the individual can help
- How Parents or Carers can help
- Rewarding progress



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BOUND AND NUMBERED BOOK v 7		1
RISK ASSESSMENT AND SIGNIFICANT INCIDENT / RESTRAINT / RESTRICTION RECORD For Additional Details Refer To Supporting Documentation		
Name of the child or young person concerned: _____		Age: _____
Name of the person using the measure: _____		
Names of any other people present: _____		
Name of person completing this record: _____		
Date: _____ Time: _____ Location: _____		
Details of the behaviour leading to the use of the measure (what the child or young person was doing or saying): _____ _____ _____		
Details of any methods used to avoid the need to use that measure (what you did - what you said - what you tried): <input type="checkbox"/> Humour <input type="checkbox"/> Verbal advice and support <input type="checkbox"/> Firm clear directions <input type="checkbox"/> Negotiation <input type="checkbox"/> Limited Choices <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 <input type="checkbox"/> Calm Stance <input type="checkbox"/> Patience <input type="checkbox"/> Withdrawal Offered <input type="checkbox"/> Withdrawal Directed <input type="checkbox"/> Swap Adult <input type="checkbox"/> Reminders about Consequences <input type="checkbox"/> Success Reminders		
Why Was The Measure Necessary? - (describe your dynamic risk assessment and why you honestly believed that the measure you chose was in the best interests of the child or young person) <input type="checkbox"/> Risk to Self <input type="checkbox"/> Risk to Others <input type="checkbox"/> Risk to Safe Physical Environment <input type="checkbox"/> Risk to Safe Psychological Environment <input type="checkbox"/> Prevention of Psychological Distress <input type="checkbox"/> Prevention of Physical Harm <input type="checkbox"/> Prevention of Criminal offence <input type="checkbox"/> Temporary Loss of Competence or Capacity		
A description of the measure used (what you did and what you said): _____ _____		
The effectiveness of the measure: _____		
Duration of any measure of physical restraint or restriction in minutes and any time intervals between provision of active support: _____		
Any consequences of the use of the measure: _____		
A description of any injury to the child concerned or any other person: _____		
A description of any medical treatment <input type="checkbox"/> offered or <input type="checkbox"/> administered: _____		
External Agencies Informed and supporting records: _____		
<input type="checkbox"/> Medical Referral	(Date and/or log number)	
<input type="checkbox"/> Social Worker	(Date and/or log number)	
<input type="checkbox"/> Health & Safety Report (RIDDOR)	(Date and/or log number)	
<input type="checkbox"/> LADO	(Date and/or log number)	
<input type="checkbox"/> Safer Schools Partnership Support Officer	(Date and/or log number)	
<input type="checkbox"/> Placing Authority	(Date and/or log number)	
<input type="checkbox"/> Responsible Parent	(Date and/or log number)	
<input type="checkbox"/> Confirmation that the person authorised to make the official record has spoken to the child or young person concerned and the person using the measure about the use of the measure and the feelings of both of them.		
Views of the young person and any additional comments: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____		
Name and signature of the person authorised to make this record: _____		
Name, signature and designation of person monitoring the records: _____		Date Checked: _____