

# Physical Handling Policy

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**Reviewed by:** Sarah Fox

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**Related Policies:**

Safeguarding & Child Protection Policy

Positive Behaviour and Discipline Policy, Early Years

Positive Behaviour and Discipline Policy, Lower School

Special Educational Needs & Disability (SEND) Policy

**Endorsement**

Full endorsement is given to this policy by:

**Name:** Joel Chalfen

**Position:** Cambridge Steiner School Trustee

**Signed:**



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## The Law governing Use of Reasonable force & Physical Restraint

The Education and Inspections Act 2006 provides the legal basis for policies on use of reasonable force and physical restraint in schools. This policy has been written using guidance issued by the Department for Education in July 2013 for governing bodies, head teachers and school staff in all schools.

Schools are advised that they should NOT have a “No touch” policy, because there are many occasions when to touch or physically handle a pupil is perfectly appropriate and to not do so could amount to a member of staff not fulfilling their duty of care to a pupil.

The first part of this policy addresses Positive Physical handling with highlighting examples of where physical handling or touching a pupil is appropriate. The examples do not provide a definitive list. The final part concludes with the issue of reasonable force.

### Positive Touch or Physical Handling

The Cambridge Steiner School does not have a no-touch policy because there are times when staff could breach their duty of care towards the pupils if they were not prepared to physically handle pupils.

Examples where touching or handling a pupil might be proper or necessary:

1. It is recognised that hugs and warm physical contact may be an appropriate and comfortable part of school life, particularly with younger children. Usually it is best for adults not to initiate such contact.
2. Reassurance may also be appropriately given, e.g. through a pat on the shoulder or arm.
3. Physical contact is often necessary in the Early Years Department: helping children to use the toilet, dressing, comfort and general care and is likely to occur in general play activities.
4. Physical contact is necessary when administering first aid.
5. Physical contact may be appropriate during craft activities to help and direct a child.
6. Young children and children with special educational needs may need staff to provide physical prompts or help.
7. Touching may also be appropriate if a child is in distress and needs comforting.
8. We also recognise that some children may be particularly sensitive to physical contact because of their cultural background, or because of abuse.



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9. Holding the hand of a child at the front/back of the line when going to assembly or when walking together around the school or kindergarten.

10. Comforting a distressed pupil.
11. Greeting, congratulating or praising a pupil.
12. Guiding a pupil, for example in demonstrating how to use a musical instrument or in the use of a paintbrush or woodwork tool.
13. Supporting a child in safely performing an exercise (e.g. forward rolls, handstands, vaults) in games and gymnastics.
14. Tagging in chasing or territorial games where the teacher may be the chaser/tagger.
15. A child distressed by the fire alarm, may need to be carried or supported out of the building.

Some children, especially younger ones or those with Special Educational Needs may also need help with their personal care, for example:

- a) In changing clothes for games lessons.
- b) Changing wet or soiled clothing after outdoor play or gardening lessons.
- c) Toileting support.

The need for such support in school age pupils will generally, but not necessarily always, be identified in a child's Individual Educational Plan.

## Physical Handling in Games and Gym

As stated in the examples above, gym/games teachers may often have to help children with gymnastic activities in order to support them so that the children do not hurt themselves and to allow them to develop competence and skill. Where possible, the teacher will forewarn the child of how they will hold them. For example, if attempting a handstand, the teacher may advise the pupil that "when you kick up your left leg, I will hold your leg or waist so that you can experience an inverted position or to stop you overbalancing".

For activities such as a forward roll, the teacher may need to support the pupil with one hand on the head and one arm behind the knees as the pupil rolls over.

For a pupil attempting to vault or leap frog over an obstacle, the gym/games teacher may need to grab a pupils' arm to help hold them upright on landing; it may often not be possible in these situations to forewarn a pupil of how they will be helped, but the pupil needs to feel confident that the teacher will step in to help them when required.

In some activities, for example, pupils learning to do more complex movements such as a



handspring or somersault, the teacher will have a plan to support the pupil in a particular way according to their training, for example by using a forearm under the back of a child as they emerge from a handspring, but in practice, the unexpected can happen. Pupils learning such movements can do unexpected things and the teacher will have to decide in the moment where best to place his or her hands or limbs in order to ensure the pupils safety.

At all times, teachers will be respectful of the child's wishes; on occasion this may mean that a child will not be allowed to attempt a movement if they are not willing to accept help, if in the teacher's judgment they could hurt themselves without that support.

## What is reasonable force and physical control or restraint?

The term "reasonable force" covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

*FORCE* is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

*REASONABLE* means using no more force (i.e. the minimum) than is needed in the circumstances.

In certain situations teachers may need to use force to **control** or **restrain** a pupil.

*CONTROL* means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

*RESTRAINT* means to hold back physically or to bring a pupil under control. It might typically be used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

At all times staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.



## Who may use reasonable force?

- I. All members of school staff have a legal power to use reasonable force.
- II. This power applies to any member of staff at the school. It can also apply to people whom the school management team has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a visit organised by school.

## When can reasonable force or restraint be used?

Physical restraint should only be used as a last resort, when all other discipline strategies have been applied or in cases where there is an immediate danger to the child or others. Procedure

1. The teacher or assistant should first give verbal signals that are repetitive and familiar and that are generally used to hold the group, e.g. 'hands are for work and play', 'Kind hands in the kindergarten/nursery/school', 'Running feet are for outside', 'only donkeys kick'.
2. If the child doesn't respond then the teacher will divert them from the play/task into a new focus e.g working at the table with an adult or taking a message to another Kindergarten etc If the child does not modify their behaviour as a response to these usual signals or a teacher's attempt to distract the child, staff will adopt a calm and measured approach and attempt to hold the child around the waist and sit with the child.
3. If this measure does not calm the child, an attempt will be made to take the child to another space to allow them to have a tantrum, scream, cry or speak out.
4. If the child is striking out [ e.g. hitting, scratching, biting, kicking or pulling hair] at a teacher/ assistant or another child, they may need their hands or feet holding [restraint] until they can be removed from the situation.

A child may be held/restrained under the following circumstances

- If a child is causing injury to themselves or another child
- If a child tries to physically to attack a teacher/assistant
- If a child is causing damage to property
- If a child is engaged in behaviour that compromises good order and discipline
- If a child is running out of the school building or grounds
- Where there is imminent risk of injury to the child or to others.
- Where there is imminent risk of significant damage to property.
- Where a pupil is compromising good order and discipline.



The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

Under no circumstances will a member of staff:

- Hold or touch a child in an inappropriate way
- Cause injury to a child
- Use shouting or verbal threats to discipline a child (ren)
- use force as a form of punishment

Where ever possible the assistance of another adult should be obtained.

## What staff will do if use of reasonable force becomes necessary

### In an Emergency

Where any delay could result in injury or significant damage to property, a member of staff encountering an incident may have no time to do anything other than take action to intervene. There may be no time to talk to pupils, reason with them, or ask for help from other members of staff.

In the instance of needing to use reasonable force or physical restraint, examples of what a member of staff may do include the following:

- Physical contact with a young person designed to control the young person's movements, which pose a danger, e.g. holding by the arms against the side of the body or by physically placing themselves between two pupils and holding them apart.
- Standing by the side of the young person and holding their arms or legs to prevent or restrict injury through striking/kicking.
- Use of sufficient physical force to remove a weapon/dangerous object from a young person's grasp.
- Physically preventing a young person from leaving the premises up to Class 5 (age 11) (and exposing themselves to danger), which may require use of reasonable force to restrain or block their exit. Class 6 children and above will not be prohibited or restraint to leave the school if they want. The parents will be immediately informed if this should happen.
- Removing a pupil from a situation or incident, by holding them by the long bones of the arms, ideally supported by a member of staff on either side.

Staff should avoid the following:





- Lifting or carrying pupils.
- Holding a pupil in a way which might restrict their airway.
- Placing and restraining a pupil on the floor.
- Face-to-face restraint or use of force should be avoided, as staff may themselves be injured.

### In less urgent situations

and if at all possible, before using reasonable force, the member of staff should advise the child calmly and repeatedly about what they are going to do and why. They should also advise the child as to how he/she might change his/her behaviour, in order that the use of reasonable force would become unnecessary. In this instance, other staff, children or observers (e.g. on a school visit) should also be told that a member of staff may need to use reasonable force.

Examples of scenarios where a verbal request may be possible prior to needing to use reasonable force include:

- A pupil refusing to climb down from a piece of gym apparatus that they should not be on.
- A pupil breaking school rules by climbing over parts of the school building or infrastructure e.g. on gates, walls.
- A pupil who refuses to come in from outside play, if it would compromise their own health and safety or that of other pupils if they did not comply.
- A pupil/young child who blocks a doorway or refuses to enter or leave a classroom or corridor.

### **In situations where the behaviour of a pupil is not threatening health & safety,**

but is compromising good order and discipline, staff will as far as possible avoid using reasonable force and instead will diffuse the situation. Sometimes it may help by removing the rest of the children from the scene and allow the child concerned to calm down safely and by sending for an additional teacher or assistant to help supervise the situation.

Sometimes another teacher or assistant may be called for to remove the child in question from the class situation.

Examples of the above may include the following:

- A pupil using foul language in the classroom and refusing to stop.
- A pupil who repeatedly disrupts, destroys or interferes with the work or play of other pupils

Where the need to use reasonable force is not pressing and urgent, staff will always take into account the circumstances surrounding the behaviour of the child. For example, a young child refusing to enter a classroom or kindergarten room could be anxious, and use of reasonable force to make them enter could be inappropriate.

## Power to search pupils without consent

In addition to the general power to use reasonable force described above, teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items” (Section 550ZB(5) of the Education Act 1996)

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

## After an incident where reasonable force has been used

After an incident where reasonable force has been used, the school will make a written record of the incident, noting the details of the incident, the time and date, any actions taken and any witnesses. If possible, all staff and where appropriate, the children involved will undertake a de-briefing meeting with the class teacher and the Early Years (Beate Guetler-Green) or Lower School (Sarah Fox) Coordinator.



If, after receiving the report of an incident where physical intervention has occurred, the teacher or Education Mandate holder considers the school's guidelines have been seriously breached and that further investigation is warranted, the incident should not be pursued, but action in accordance with Child Protection procedures must be taken.

In these circumstances, any school internal investigations must cease and no further statements should be taken. If the school's guidelines have been breached, the Designated Safeguarding Officer (currently Nicola Conlin) will consult the Local Authority Designated Officer.

## Informing parents

The class teacher or another teacher if appropriate will speak to the parents about incidents involving the use of force.

The parents will be provided with a copy of such an incident report and also asked to sign a copy, which will be kept on the child's file, in order to confirm that they have been informed of the incident.

Where possible, such an incident record will be provided to the parent on the same day; however, this is not always possible, if the incident happens at the end of the day, or if the relevant member of staff is teaching all day, it may simply not be practicable.

There may also be occasions where it is better for the member of staff to tell the parents over the phone later; for example, in the instance of inadequate privacy or sensitive surroundings (e.g. siblings or other parents present).

On occasion, it may not be necessary to make a written account; for example, a teacher who intervenes by stepping between two pupils who appear about to strike on another, but who has minimal physical contact with either pupil and from which the situation is quickly diffused.

Equally, if for example, a child refuses to come off play equipment to go inside and staff members are able to gently reinforce their request by physically helping the child down, this could be considered as appropriate physical handling rather than use of force (see physical handling section below).

## Other possible actions following an incident

In the event of physical restraint being necessary on more than one occasion, it would be appropriate to include positive handling advice in the child's Individual Education Plan. It is also necessary to compile an individual risk assessment in discussion with all staff, parents and any relevant outside agencies.

In the case of a child with a statement of educational needs, there will be opportunities to address issues of challenging behaviour at regular review meetings and an interim reviews organised in exceptional circumstances.

**Looked-After Children** will have a Personal Education Plan which features planning and strategies to address challenging behaviour, where appropriate.

## Risk Assessments

The historical pattern of the frequency and severity of any incidents will help to inform decisions about requirement for staff training.

There is also a need for individual risk assessments where it is known that physical restraint is more likely to restrain a particular child. This may include children whose Special Education Needs (SEN) and/or disability is associated with extreme behaviour.

An individual risk assessment may be necessary for pupils with SEN and/or disabilities.