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# B4L SAFER HANDLING POLICY

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Weston Point College

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## 1. The Legal Framework

Safer Handling should be limited to emergency situations and used only in the last resort. Under the Children Order 1995, it is only permissible as described under the heading “Physical Control”. Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables trained staff in the college, authorised by the Head Teacher, to use such force as is reasonable in the circumstances, to prevent a student from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the student himself)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the college or among its students, whether during a teaching session or otherwise.

. (Examples of possible situations are given in Appendix 1)

## 2. Definition of Safer Handling at Weston Point College

Safer handling is the positive application of force with the intention of protecting the student from harming himself or others or seriously damaging property.

## 3. General Policy Aims

Staff at Weston Point College recognise that the use of reasonable force is only one of the last in a range of strategies available to secure student safety / well-being and, also to maintain good order and discipline. Our policy on safer handling should therefore be read in conjunction with Weston Point Behaviour, Child Protection, Staff Conduct and Complaints Policies.

## 4. Specific Aims of the Safer Handling Policy

- 4.1. To protect every person in the college community from harm.
- 4.2. To protect all students against any form of physical intervention which is unnecessary, inappropriate, excessive, or harmful.
- 4.3. To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.

## 5. Why use Safer Handling?

- 5.1. Positive handling should avert danger by preventing or deflecting a child’s action or perhaps by removing a physical object, which could be used to harm him/herself or others.
- 5.2. It is only likely to be needed if a student appears to be unable to exercise self-control of emotions and behaviour.
- 5.3. It is not possible to define every circumstance in which positive handling would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories.
- 5.4. Staff should always act with the College’s policies on behaviour and discipline, particularly in dealing with disruptive behaviour.
- 5.5. Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and should, therefore, take reasonable action to ensure students’ safety and wellbeing.
- 5.6. Failure to positively handle a student who is subsequently injured or injures another, could, in certain circumstances lead to an accusation of negligence.
- 5.7. At the same time staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

## 6. Alternative Strategies

- 6.1. There are some situations in which the need for positive handling is immediate and where there are no equally effective alternatives (eg is a student is about to run across a road). However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:
- the broken record in which an instruction is repeated until the student complies
  - use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
  - withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
  - other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
  - the employment of other sanctions consistent with the College's policy on behaviour.

## 7. Use of Safer Handling

- 7.1. Safer handling should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the student to regain self-control. It should never take a form which could be seen as a punishment.
- 7.2. Staff who have received the appropriate training are only authorised to use reasonable force in applying positive handling, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the student to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below.
- 7.3. There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a student's path or the staff member physically interposing him or herself between the student and another student or object. However, in some circumstances, direct physical contact may be necessary.
- 7.4. In all circumstances other methods should be used if appropriate or effective positive handling should be a last resort.
- 7.5. When positive handling becomes necessary:

### DO:

- Tell the student what you are doing and why Use the minimum force necessary
- Involve another member of staff if possible
- Tell the student what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible, e.g. above the elbow Relax your restraint in response to the student's compliance

### DO NOT:

- Tell the student what you are doing and why Use the minimum force necessary
- Involve yourself in a prolonged verbal exchange with the student
- Attempt to reason with the student
- Involve another student in the restraint
- Touch or hold the student in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the student in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the student

## 8. Actions after an Incident

- 8.1. Safer handling often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the student.
- 8.2. A member of the leadership team should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised.
- 8.3. An appropriate member of the teaching staff should always be involved in debriefing the student involved and any victims of the incident should be offered support, and their parents informed.
- 8.4. If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural plan, which may include an anger management programme, or other strategies agreed by the Head Teacher.
- 8.5. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.
- 8.6. All incidents should be recorded immediately on SIMS.
- 8.7. All sections of this report should be completed so that in the event of any future complaint a full record is available.
- 8.8. A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

## 9. Risk Assessments

- 9.1. If we become aware that a student is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises.
- 9.2. Such planning will address:
  - Management of the student (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)
  - Involvement of parents to ensure that they are clear about the specific action the school might need to take
  - Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
  - Identification of additional support that can be summoned if appropriate.

## 10. Complaints

- 10.1. A clear safer handling policy, adhered to by all staff and shared with parents/carers, should help to avoid complaints.
- 10.2. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures.
- 10.3. It is our intention to inform all staff, students, parents/carers, and governors about these procedures and the context in which they apply.
- 10.4. Any complaints about Safer Handling incidents should be dealt with through Weston Point College's Complaints Procedures. Please see Complaints Policy for further information: [B4L - Complaints Policy.docx](#)

## 11. When might it be appropriate to use reasonable force?

- 11.1. Examples of situations that may require restraint are when:
  - a student attacks a member of staff, or another student - fighting
  - a student 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 student is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
  - a student absconding from a class or trying to leave school (NB this will only apply if a student could be at risk if not kept in the classroom or at school)
  - a student persistently refuses to obey an order to leave an area a student behaves in such a

way that seriously disrupts a lesson,

## 12. Policy Review

**This policy is reviewed every year by the Head Teacher**

**Issue Date: 01/11/2020**

**The next review date for this policy is October 2021.**

### 13. Appendix 1 – Record of Incident

<b>STUDENT NAME</b>		<b>OUTLINE OF EVENT LEADING TO POSITIVE HANDLING</b>
<b>STUDENT DOB</b>		
<b>MEMBERS OF STAFF INVOLVED</b>		
<b>ADULT WITNESSES</b>		
<b>STUDENT WITNESSES</b>		
<b>DATE OF INCIDENT</b>		
<b>TIME OF INCIDENT</b>		
<b>LOCATION OF INCIDENT</b>		
<b>DATE PARENT/CARER INFORMED OF INCIDENT</b>		
<b>TIME PARENT/CARER INFORMED OF INCIDENT</b>		
<b>NAME OF PERSON WHO INFORMED PARENT/CARER</b>		
<b>OUTLINE OF PARENT/CARER RESPONSE</b>		
<b>OUTCOME OF POSITIVE HANDLING</b>		
<b>DESCRIPTION OF ANY INJURY SUSTAINED AND ANY SUBSEQUENT TREATMENT</b>		
<b>BRIEF DISCRIPTION OF ANY SUBSEQUENT ENQUIRY/COMPLAINT</b>		

<b>NAME AND SIGNATURE OF MEMBER OF STAFF COMPLETING THE REPORT</b>	
<b>NAME AND SIGNATURE OF MEMBER OF STAFF COMPLETING THE REPORT</b>	
<b>NAME AND SIGNATURE OF MEMBER OF STAFF COMPLETING THE REPORT</b>	
<b>ANY OTHER COMMENTS/OBSERVATIONS</b>	