

St. Peter's Primary School



Reasonable Force And Safe Handling Policy

Principles

St. Peter's Primary School believes that:

- ◆ Each child has the right to be educated in a safe and secure environment where his/her 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.

These principles underpin our school ethos and culture.

Purposes

The following purposes underpin St. Peter's Primary School policy and practices 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.

Mission Statement – Appendix A

Legislative Framework

This policy has been formulated with due consideration to the following legislation:

- ◆ Children (NI) Order 1995 – duty to protect and child protection responsibilities/ fulfilling responsibility;
- ◆ UN Convention On The Rights Of The Child 1989 – (Articles 12, 16 and 19); UK 1991;
- ◆ Education (NI) Order 1998 (Part II Article 4(1));
- ◆ Human Rights Act 1998 – Articles 3 and 5 of the European Convention on Human Rights;
- ◆ Health and Safety at Work Act (NI) Order 1978;
- ◆ Education and Libraries (NI) Order 2003 – Articles 17, 18, 19.

Links With Other Policies

- ◆ This policy is one of the overall pastoral policies and dovetails into the school's existing Promoting Positive Behaviour Policy, Anti-bullying Policy, Child Protection Policy, Special Needs Policy, Health and Safety Policy and Handling Complaints Policy.
- ◆ It also takes account of the Staff Development Policy and Staff Health and Emotional Well-Being Policy.
- ◆ Teaching and Learning Policy, Assessment Policy and curricular policies.

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; ref risk assessment; and
- ◆ Emergency or unplanned use of force/intervention, which occurs in response to unforeseen events, e.g. pupil fights.

Practices

Preventative Strategies

St. Peter's P.S., 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 Promoting Positive Behaviour 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 a normal practice for our school where a pupil or a small number of pupils are known to exhibit disturbing or distressing behaviour (SEBD). **Risk assessment will be considered only for those pupils where there is a foreseeable risk and enables the school to plan and train accordingly.** Risk assessment will be considered from two perspectives (a) environmental risk assessment or (b) individual risk assessment. This should form part of the pupil's education plan. (Appendix 1 and Appendix 2)

Procedures

Support Structures

The following procedures have been agreed by the staff and adopted by the Board of Governors. Parents and pupils will be informed of the school's procedures and support structures within the overall **Pastoral Care Policy**.

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.

Insurance

We will clarify with our **employing authority** that **all staff and any other adult** authorised by the principal to supervise pupils are adequately covered by insurance and have followed the school's policy and practice.

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 judgement 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 our 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 our school will use will depend on the individual circumstances and are

- ◆ Separating pupils who are fighting, or who are about to fight;
- ◆ Blocking a pupil's path;
- ◆ Holding;
- ◆ Breakaway techniques (e.g. when a member of staff is grabbed by a pupil);
- ◆ 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).

Forms of Safe Handling

The forms of safe handling our school will use will depend on the individual circumstances and are

- ◆ 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.

Record Keeping

All incidents involving the use of reasonable force must be recorded in the schools agreed pro-forma **"Record/Report Of The Use Of Reasonable Force"**. The school (Principal) will keep an accurate up-to-date record of all such incidents. Immediately following any incident the member of staff concerned must inform the Principal or a senior member of staff and provide the contemporaneous written record/report. (Appendix 3- Incident Record Form)

The Chairperson of the Board of Governors and the Principal will review **annually** the entries in the incident book. Records of incidents will be kept until the date of the child's twenty-first birthday. In the event of the young person being over 18 when they leave school, records should be kept for 3 years after their date of leaving. Confidentiality and the young person's right to privacy will need to be ensured.

The pupil's views should also be recorded as soon as possible, preferably on the same day. (Appendix 3- Incident Record Form)

Post-Incident Management

The use of physical intervention can be upsetting to all concerned, therefore, it is important to ensure that staff and pupils are given emotional support and where required basic first-aid treatment.

Immediate action should be taken to ensure that medical help is accessed for any injuries that require more than basic first-aid. All injuries should 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 should take prompt action to ensure it is provided.

One of our staff who have been trained in First Aid will check for injuries or provide first-aid or arrange for medical aid; and

The principal or vice-principal will 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. This must also be recorded in the **"Record/Report Of The Use Of Reasonable Force"** as defined in the school policy. Any complaint from a parent will be dealt with within our school's Handling Complaints Policy/procedures as detailed below.

Complaints

If an incident occurs in St. Peter's 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 1999/10, Pastoral Care in Schools – Child Protection.

Staff who themselves are subject to physical violence or assault should be supported, as appropriate, in taking any necessary action against an assailant.

Designated Teacher- Mrs Sheila Falls

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 will be provided by accredited trainers.

Consultation

Key stakeholders must be consulted on the policy – (Education & Libraries Order (NI) 2003). These must include:

- ◆ Children and young people;
- ◆ Parents and carers;
- ◆ All staff; and
- ◆ Board of Governors.

Monitoring And Evaluating

This policy was adopted by the BoG on.
It was reviewed on: .

Signed: (Chairperson)

Date:

Signed: (Principal)

Date:

Mission Statement

'Growing and learning together in God's love'

Aims

Our aim is to develop each child to the full, to ensure that each and every child works to the best of their ability, whatever that ability might be.

At St Peter's PS we are committed to developing confident achievers for the World Community.

We promote high achievement and learning for life by working with children to-

- Instil in pupils a love for lifelong learning
- develop advance technological skills for more effective learning
- Motivate pupils to become more independent learners
- Build self respect for others and their environment
- be flexible and adaptable for 21st century

We believe that each child will achieve success through experiencing-

- a broad and balanced and challenging curriculum
- a stimulating and motivating learning environment
- a varied programme of extra curricular activities and school visits

An ethos that is encouraging supportive and friendly

An effective partnership with home,school and the community

A variety of teaching approaches and strategies to meet the learning needs and styles of pupils

Access to a range of varied and up to date resources

We demonstrate our commitment to working as a learning community by-

- Participating in ongoing self evaluation to improve on our previous best
- Working collaborately with all our stakeholders

Appendix 1

Risk Assessment

A small number of pupils may exhibit disturbed or distressing behaviour which may require some form of physical intervention by staff. To minimise the risk of incidents escalating unnecessarily due to lack of foresight, planning and training, we can carry out a risk assessment from two perspectives:

- ◆ Environmental risk assessment; and
- ◆ Individual risk assessment.

Environmental Risk Assessment

- ◆ Identify situations or locations where there are increased risks of incidents happening.
- ◆ Analysis of past incidents to identify medium to high risk locations.
- ◆ Staff and pupils consulted.
- ◆ Individual pupil consulted.
- ◆ Decide the appropriate type and level of supervision.
- ◆ Principal to make recommendations to Board of Governors on type and level of supervision to minimise risk.
- ◆ Implement plan.
- ◆ Review plan.

Individual Risk Assessment

Where we are aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force/safe handling, we will plan our response by:

- ◆ Consulting the pupil, as appropriate;
- ◆ Consulting the parents – specific action the school may need to take;
- ◆ Briefing staff – what action they should be taking (may require training or guidance);
- ◆ Managing the pupil – e.g. reactive strategies to de-escalate a conflict;
- ◆ Ensuring that additional support can be summoned wherever possible; implementing plan and review;
- ◆ Reviewing Plan.

Risk Reduction

Risk reduction should include:

- ◆ Proactive measures to support the child effectively and prevent difficulties emerging;
- ◆ Early interventions to help the child in difficult situations and avert problems; and
- ◆ Planned measures to manage the child and others safely, when unavoidable difficulties arise.

Risk Assessment Proforma

Name of Pupil: _____ DOB: _____ Age: _____

SEN Register Code of Practice Stage: _____

Support to-date: _____

Education Plan: _____

Risk Assessment Completed by
Member of Staff: _____

Date: _____

Signed: _____ Date _____
(Principal)

Consultation has been carried out

Please tick ✓
as appropriate

With the pupil	
With other pupils	
With the parent/carer	
With staff	

Types of Behaviour Causing Concern: Level of Risk, Frequency,

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People to whom Behaviour Exhibited.

BEHAVIOUR	Very Likely	Likely	Quite Possible	Possible	Unlikely	Frequency H – Hourly D – Daily W – Weekly M – Monthly T - Termly
DISTRUPTION:						
Vandalism						
Bullying						
Fighting						
Violent and Aggressive						
Angry Outbursts						
Impulsive Dangerous Behaviour						
Self Harms						
Medically Relation Behaviour						
Threatening and Abusive						
Other (please specify)						
PEOPLE TO WHOM BEHAVIOUR IS MOST LIKELY EXHIBITED						
Classroom Teacher						
Subject Specify Teacher (please specify)						
Classroom Assistant						
Technician						
Ancillary Staff (lunchtime supervisors, caretakers)						
Member of SMT						
Male Staff						
Female Staff						
Other Pupils in Class						
Other Pupils in School						
Male Pupils						
Female Pupils						
Younger/Older Pupils						
Ethnic Minority Pupils						

ENVIRONMENTS AND TIMES OF GREATEST RISK – FLASH POINTS/HOT SPOTS

LOCATION AND TIME OF BEHAVIOURS	DISRUPTION	VANDALISM	BULLYING	VIOLENT AND AGGRESSIVE	ANGRY OUTBURSTS	IMPULSIVE DANGEROUS BEHAVIOUR	SELF HARMS	MEDICALLY RELATED BEHAVIOUR	THREATENING AND ABUSIVE	OTHER (please specify)
Behaviour During Lessons										
Behaviour in Practical lessons (please specify)										
Behaviour Going Between Lessons										
Behaviour in Library										
Behaviour in Dining Room										
Behaviour at Break Times										
Behavior in Playground/Lunchtime										
Behaviour on Educational Trips										
Behaviour Off-site Disapplied Programme										
Behaviour in PE/Games Hall										
Behaviour on School/Public Transport Bus										
Behaviour in Taxi										
Behaviour if MedicationNot Taken										
Other Behaviours (please specify)										

Risk Evaluation

Saint Peter's Primary School, Plumbridge

Level of Likelihood	x	Frequency	=	Risk
Very Likely 5	x	Hourly (5)	=	25 greatest
Likely 4	x	Daily (4)	=	16
Quite Possible 3	x	Weekly (3)	=	9
Possible 2	x	Monthly (2)	=	4
Unlikely 1	x	Termly (1)	=	1 lowest

Likelihoods		Frequency		
Very likely	5	Hourly	5	
Likely	4	Daily	4	
Quite possible	3	Weekly		3
Possible	2	Monthly	2	
Unlikely	1	Termly	1	

This numerical evaluation of risk is not an absolute but simply affords a pupil's predisposition and risk frequency to be compared.

RISK FACTORS

Score	Risk
25	Very High
15-20	High
8-12	Medium
6-10	Low
1-5	Very Low

Appendix 2

ACTION PLAN

Drawn up by	_____	Date	_____
Name of Pupil	_____		
Agreed by	_____ (Principal)	Date	_____
Presented to BOG	_____ (Date)		

To be Reviewed	_____ (Date)		
Signed	_____ (Parent)	Date	_____

Behaviour	Risk Factor	Existing Precautions/ Support/Supervision Linked to Education Plan	Additional Precautions/Support/ Supervision/Strategies	Action by Whom	Action By When

Appendix 3

Incident Report Form

St Peter's Primary School, Plumbridge.

Date of Incident _____

Year Group _____

Employing Authority: CCMS

Staff involved in restraint _____ Designation _____

Events leading up to the Incident

Where did the incident start? _____

What was happening at the time? _____

Describe the event that occurred

When did the incident occur? Day: _____ Time: _____

Where did the incident occur?

What behaviour was the child presenting that warranted restraint/physical intervention (Please tick appropriate box)

At risk of injury to self or others

☐

At risk of significant damage to property

☐

Compromising good order and discipline

☐

At risk of committing a criminal offence

☐

What do you believe would have happened if there had been no physical intervention?

How was the pupil held? _____

How long did the pupil need to be held? _____

Was anybody injured? **YES/NO** If yes, please give details

Name of member of staff who verbally checked pupil for injury after the hold

Has the pupil been restrained before? **YES/NO**

Implications for Future Planning

Does this pupil have an individual behaviour programme/education plan? YES/NO

Do changes need to be made to any of the following? (Please tick appropriate box)

The environment e.g. organisation, curriculum ☐ Targets for teaching new skills ☐
Reinforcement strategies ☐ Defusing and calming strategies ☐

Other ☐ Please specify _____

Do other agencies need to be involved in the future YES/NO

If yes, please specify who and with what aim _____

Follow Up Action

Medical intervention was needed **YES/NO**

Has school nurse/doctor been informed **YES/NO**

Please specify other recording procedures:

Accident book ☐ Accident form ☐ Child Protection ☐
Record
Parent/carer informed by Telephone ☐ Letter ☐
Direct contact ☐

Form completed by _____ Post held _____

Principal's signature _____ Date _____

A copy should be sent to the Chairperson of the Board of Governors