



Tunstead Primary School
Strong foundations; Bright futures

Physical Handling Policy

Approved by governors at:

meeting on:

Signed chair of Meeting:

Signed Head teacher:

Staff notified of new policy, how/when?:

Update on website, Y/N?:

Date of next review:

Linked policies:

- Safeguarding
- Behaviour
- Supporting Children with Medical Conditions
- SEND
- Complaints



Definitions

There are three main types of physical handling:

Positive Handling

The positive use of touch is a normal part of human interaction. Touch might be appropriate in a range of situations at School for example:

- Giving guidance to children (such as how to hold a paintbrush, or when balancing/climbing)
- Providing emotional support (such as placing an arm around a distressed child).
- Providing a hug for child (for example if a younger child is hurt/very upset)
- Sitting close beside an adult to share a story/song etc.
- Physical care (such as first aid or toileting)
- Hand holding, providing the child is compliant and not as a restraint (please read additional note re hand holding in Restrictive Physical Intervention)

Physical Intervention

Physical intervention can include mechanical and environmental means such as high chairs, reins, stair gates or locked doors. These may be appropriate ways of ensuring children's safety. But these are not appropriate at Tunstead Primary School.

Restrictive Physical Intervention

This is when a member of staff has to use physical force intentionally to restrict a child's movement against his or her will according to their STEPS training.

Principles for the use of Positive Handling and Physical Intervention

Our staff all exercise appropriate care when using touch and when implementing means of physical intervention. Where possible (and appropriate) physical actions including positive handling are done in the open with individual adults making colleagues aware of what they are doing. All staff receive annual Safeguarding refresher training including safer working practice. Staff should bear this in mind when providing positive handling.

The use of Restrictive Physical Intervention

At School we will only use physical restrictive handling as a last resort where all other possible de-escalation skills (refer to Behaviour Policy) have been used and where there is a significant risk of harm occurring, for example when:

- A child is injuring themselves or others
- A child is damaging property

Staff will do all we can in order to avoid using restrictive physical intervention. Restrictive physical intervention will only be used when staff believe that its use is in the child's best interest: their needs are paramount. All staff aim to help children take responsibility for their own behaviour and actions.

This will be done through a combination of approaches including:

- Positive and consistent role modelling



- Planning a stimulating, interesting and challenging learning environment
- Setting and enforcing appropriate boundaries and expectations
- Providing positive feedback
- Working with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

However, there are very occasional times when a child's behaviour presents particular challenges that may require physical handling.

Within our duty of care, staff may use physical restrictive handling if a child is trying to leave the setting and would be at risk of harm. This policy extends beyond the setting boundaries when staff have charge of children off site.

Physical Restrictive Handling will never be used out of anger or as a punishment, and when used will always be within the principle of reasonable minimal force in proportion to the circumstances. Our staff will use as little restrictive force as necessary in order to maintain safety. Staff will use this for as short a period as possible.

Who can use restrictive physical intervention?

Whenever possible, staff who have had specific training (Norfolk STEPS) in the use of Physical Restrictive Intervention and are able to if required use it. However, as a last resort any member of staff may need to provide restrictive physical intervention in an emergency situation.

What type of restrictive physical intervention can and cannot be used?

Any use of restrictive physical intervention in our setting is consistent with the principle of reasonable minimum force.

Where it is judged necessary, staff will:

- Aim for side by side contact between adult and child to reduce the risk of being injured
- Aim for no gap between the adult and child body to reduce the risk of impact and damage
- Aim to avoid holding the child at joints to avoid pain and damage
- Aim to avoid lifting the child
- Not restrict the child's ability to breathe
- At no time will a child be forced to spend time alone in a locked room
- After Physical Restrictive Intervention the situation will be reviewed

Recording and Reporting

The use of restrictive physical intervention will be documented in our school behaviour log on Pupil Asset within 24hrs of the incident. The head teacher and the parent/carer will be advised on the same day.

Supporting and Reviewing



It is distressing to be involved in a restrictive physical intervention, whether as the person doing the holding, the child being held or someone observing or hearing about what has happened. Support will be given to all those who were involved.

After a restrictive physical intervention our staff will review any child's behaviour plan in place so that the risk of needing to use restrictive physical intervention again is reduced.

Monitoring

Monitoring the use of restrictive physical intervention will help identify trends and therefore help with our ability to meet the needs of the children more effectively. Support can also be obtained from the SENCO where it is required.

Complaints

Where anyone (child, carer, staff member or visitor) has a concern, this should be dealt with in line with our Complaints Policy.