"We are a Catholic community, living and learning in faith.
Through the Gospel values of faith, hope, trust and love,
we aim to recognise individuality and enable each other to fulfil our potential"

St Cuthbert's Catholic Primary School

Touch Policy

Responsible for Policy	SENCo
Approved by	Headteacher
Date of Approval	Autumn 2020
Review date	Autumn 2023
Status	Recommended

St Cuthbert's Catholic Primary School is committed to safeguarding, child protection,
and promoting the welfare of children and young people and expects all members
of the School and its community to demonstrably share this commitment.

OBJECTIVES

This Policy was written in conjunction with *Surrey County Council's Touch and the use of restrictive physical intervention when working with children and young people Policy and guidance for Surrey staff.*

St Cuthbert's Catholic Primary School endeavours to ensure that all children are safe and that all aspects of the Every Child Matters agenda are addressed.

Any misconception that physical contact between responsible staff and a child is in some way unlawful should be dispelled. It is not the case that all physical contact should be avoided and in some cases it is entirely necessary. For example, for some children, close contact is important when tending to care needs, or for other children, a gentle hand on shoulder can be comforting when distressed. Nevertheless, it is important that adults only touch children in ways that are appropriate to their professional role and with due regard to what is acceptable to the individual child.

The main objective of this policy is to ensure all staff, parents and children are aware of the procedures and practice that will be carried out to ensure that this is the case at the School. It is intended to ensure that it will prevent serious breaches of School discipline and prevent injury to individuals or serious damage to property.

In order to minimise the need to use force or restrain a child our staff will strive to:

- create a calm environment that minimises the risk of incidents that might require using force and apply School rules consistently and fairly.

- develop an effective relationship between staff and children that is central to good order.

- ensure all supervision of children is carried out in a consistent manner so children and staff at St. Cuthbert's Catholic Primary School are comfortable.

- use relevant materials for approaches to teach children how to manage conflict and strong feelings.

- ensure staff have appropriate instructions and training to enable them to be effective in their various roles in and out of the classroom.

- ensure that handling plans will be put in place and training given to ensure staff are equipped to deal with individual children who have been identified.

Responsibilities

It is the Headteacher's duty to ensure all staff are aware of their statutory powers to use force and or restrain a child. As part of the induction process into School the Headteacher will inform staff if they have the powers to restrain, and who they can turn to if they are in a situation with a child that may be causing concern.

The Headteacher will inform the Governors (through the Head's report) of those people that have been authorised to use force or restrain a child in School. All staff at School may have the statutory powers to use force to restrain a child remove them from a classroom. A record of 'authorised' staff will be indicated on the DBS checklist retained in the School Business Manager's office.

When and where to use restraint

The judgement on whether to use force and what force to use should always depend on the circumstances that staff find themselves in. Time in these circumstances is often short with little time for reflection. Nevertheless, staff need to make the clearest possible judgements. Staff will need to decide the seriousness of the incident and the injury, disorder or damage that could occur if force is not used.
The chances of achieving a desired outcome by other means and the risks associated with physical intervention compared with using other strategies. Staff will have been made aware of any significant children i.e. those on SEND/Child Protection Registers and in any extreme cases where there is a need to engage the police to avoid danger to themselves and others.

If a member of staff decides that the use of force is appropriate and an action of last resort then they should always:

- give a warning to the child that a physical intervention may have to be used.

- suggest how the child is to be handled ensuring that no form of restraint is used that could constrict breathing.

- consider appropriate means of passive physical contact such as standing between children or blocking a child's path,

- lead a child by the hand or arm, usher a child away by placing a hand in the centre of the back or in more extreme circumstances, use appropriate restrictive methods that a member of staff has been trained to perform.

- try to ensure that they do not use force unless or until another responsible adult is present to support, observe or call for assistance.

Examples of situations that particularly call for judgements of this kind include:

- a child attacks a member of staff or other child

- children are fighting, causing risk or injury to themselves or others

- a child is causing or on the verge of committing deliberate damage to property.

- a child is causing or is at risk of causing injury or damage by rough play or use of an object.

- a child absconds from a class or leaves School at an unauthorised time.

- a child persistently refuses to follow an instruction to leave a classroom.

- a child is behaving in a way that seriously disrupts a lesson, a School event or School visit.

In these examples use of force would be reasonable (and therefore lawful) if it is clear the behaviour is dangerous and the situation could not be resolved in any other way. Account must be taken of the individual needs of the child their understanding of the situation.

Recording of incidents

A record sheet *(*will be completed by all staff engaged in any incident where handling has taken place even if they did not handle the child. The record sheets will be kept centrally in the School office. Once completed they must be passed to the Headteacher. They must be completed once the situation has been dealt with to ensure accuracy and that it is a true and honest report. The Headteacher will inform the parents of the child by phone followed by a letter and if necessary arrange to meet them. The report will then be filed in the child's records in the School office.

- All accident, incident or near miss reports must be recorded. Surrey Schools can access the SCC on line health and safety event reporting portal surreycc.oshens.com

- Following any incidents where force has been appropriate the Headteacher will make arrangements to support the staff and children as these can be upsetting times.

- First aid will be administered by a trained first aider and emotional support will be provided as required.

- Staff will discuss the situation within 2 days with the Head teacher to see if all Procedures were followed and how we could try to avoid further repercussions, learning from the experience.

Complaints procedures

The School has a clear complaints procedure and any complaints would be received in the first instance by the Headteacher. If matters were not resolved then the complainant would take the matter to the Chair of the Governing Body. Parents wishing to make a complaint will find out complaints procedure on our website www.stcuthbert.surrey.sch.uk

Caring touch

There may be circumstances when physical contact is appropriate and recovery other than that covered by Section 93 of the Education Inspection Act of 2006 [1] i.e.:-

- contact in PE demonstrating technique or exercises.

- administering first aid.

- congratulating a child or young person or where a child is in distress and needs comforting

- young children and those with SEN may need staff to provide physical prompts or help.

In all these cases teachers must use their own professional judgement when they feel a child or young person needs this kind of support, which should always respect the wishes of the individual

This policy will be monitored by the School and Governors and will be reviewed on a regular basis. The Head teacher and staff will review the Schools use of force strategy following any incidents and make any relevant changes to the policy.

1. Section 93: Power of members of staff to use force
465. This **section** enables a member of staff to use reasonable force to prevent a pupil from committing an offence, causing personal injury, damaging property or doing something that prejudices discipline at the school.

Appendices:

Surrey County Council child risk assessment
A plan for assessing and managing foreseeable risks for children who are likely to need Restrictive Physical Intervention

School/setting:	
Name of child:	
DOB:	
Name of teacher:	
Name of parents/carers:	
Name of support service member:	

Identification of Risk	
Describe the foreseeable risk (i.e. what specific behaviours have occurred)	
Is the risk potential or actual (i.e has this happened before?)	
List who is affected by the risk	

Assessment of risk	
In which situations does the risk occur?	
How likely is it that the risk will arise (i.e has it happened before?)	
If the risk arises, who is likely to be hurt or injured?	
What kinds of injuries are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by:	
Date or review:	

Agreed plan and risk management strategy

Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early intervention to manage risks		
Reactive interventions to respond to adverse outcomes		

Agreed by parent/carer:		Date:
Child (if appropriate):		Date:
Class Teacher:		Date:
Support service member:		Date:

Communication of plan and risk management strategy		
Plans and strategies shared with	**Communication method**	**Date actioned**
Proactive interventions to prevent risks		
Early intervention to manage risks		
Reactive interventions to respond to adverse outcomes		

Staff training issues		
Identified training needs	**Training provided to meet needs**	**Date training complete**

Evaluation of plan and risk management strategy		
Measures set out	**Effectiveness in supporting the child**	**Impact on risk**
Proactive interventions to prevent risks		
Early intervention to manage risks		
Reactive interventions to respond to adverse outcomes		

Actions for the future:

_____

_____

_____

_____

_____

Signed: …………………………………………………………….

Date: …………………………………………………………

Restrictive Physical Intervention Recording Form

Name of child:…………………………………………….. **Date of incident**:……………………………….

What de-escalation techniques were used prior to physical controls:
Tick the appropriate box below

Defusing		Time out after	
Deflection		Time out directed	
Distraction		Changes of task	
Appropriate Humour		Choices	
Proximity control		Limits	
Verbal advice/support		Consequences	
Rule reminder		Another member of staff	
Hurdle help		Take up time	
Planned ignoring		Other (please state):	

Other:………
………………………….

Justification for the use of restrictive physical intervention:
Tick the appropriate box below

To prevent/interrupt:

A criminal offence	
Injury to pupil/staff/others	
Serious damage to property	
Significant Disruptive behaviour	
Pupil absconding	
Other (please state)	

Nature of restrictive physical intervention used:
Identify level of hold used, estimate of duration and factual staff accounts from each individual involved.

Response and view of the child:
This field must be completed if possible

Name of staff:	Date:

Details of any resulting injury:
Injury to whom and any action taken

First aid book completed	Yes ☐	No ☐	Date:
OSHENS	Yes ☐	No ☐	Date:

Any other relevant factual information:

Name of senior person notified:		Time/Date:	
Headteacher's comments:			
Signature of Headteacher:		Date:	
Parents informed:	Yes ☐ No ☐	Method:	Date:
Exclusion of child:	Yes ☐ No ☐	Details:	