

Safe Handling

An integral part of the school's Pastoral Care Policy is to ensure, so far as is possible, the safety and well being of children and adults.

The management of behaviour at the school is concerned with the promotion of socially acceptable behaviour patterns. These include care and respect for all children and adults and for the fabric of the school and its resources.

The implementation of these aspects of the Pastoral Care Policy sometimes necessitates the use of Safe handling techniques

Some examples of circumstances when it may be necessary to use safe handling are:

- (a) Child is in a position or is moving in a manner which could risk her/his own safety;
- (b) Child is inflicting or intends to inflict injury on another child or adult;
- (c) Child is risking her/his own security by leaving the building or climbing over a gate;
- (d) Child is causing, or at risk of causing, damage to building or materials;
- (e) Child fails to respond to adult request or instruction;

If appropriate or the circumstances permit, the child will be requested to stop the offending behaviour and the reason for the request explained.

Only if such strategies fail, or if the emergency nature of the incident requires immediate response, would safe handling be used.

As soon as is appropriate after the incident, the child is given a clear explanation, outlining the need and reason for the adult's intervention.

Safe handling techniques used will always be the minimum required to achieve the desired result.

Some examples of possible instances and methods of dealing with them are:

- (a) To prevent a child hitting or throwing s/he would be held or blocked at the wrist/lower arm;
- (b) To remove a child from a precarious or dangerous position s/he would be lifted at the trunk/underarm;
- (c) To stop a child running in risky circumstances s/he would be stopped by adult placing her hand or arm across the child's trunk;

(d) To ensure that a child responds to a request, (eg: to pick up an item) the adult would place her hand over the child's hand, direct it to the required position and "help" the child to begin the task;

(e) To move an unwilling child along, the adult would place one hand on the child's forearm and the other on the child's back.

RECORDING:

Incidents of a trivial nature are not recorded; incidents of a more serious or sustained nature are recorded. The child's name, the date, time, location, circumstances and the reason that safe handling was necessary are recorded as factually as possible. The child's response and the outcome of the incident are also recorded. The report is signed by the adult involved and, if possible, by another adult who has observed the incident or part thereof.

Incidents which are recorded in the incident book are also shared with the parent/s. The parent's response is recorded and parents are invited to confirm their agreement of the record by jointly signing with the teacher.

On an annual basis the entries in the incident book are reviewed by Chairperson of the Board of Governors and the Principal.