

**Manual Handling Policy**

1. Purpose

This policy outlines the approach to manual handling at Stepping Stones Alternative Provision. It establishes guidelines for staff regarding their duty of care and the circumstances under which physical intervention may be required but stipulates that no physical restraints will be used by staff members and physical intervention will only be used as a last resort to ensure student and staff safety. This policy works in conjunction with our Behaviour Policy to ensure the safety and well-being of both students and staff.

2. Scope

This policy applies to all staff members, including teaching staff, support staff, and any other personnel working within Stepping Stones Alternative Provision. It specifically addresses the physical handling of students and does not cover general manual handling tasks related to the lifting or moving of objects.

3. Principles

Duty of Care: Staff members have a duty of care to ensure the safety and well-being of students. In situations where a student's behaviour poses an immediate risk to themselves, others, or property, staff may need to physically intervene.

Physical Intervention: Physical intervention refers to any occasion where a staff member may need to make physical contact with a student to manage a situation safely. This should always be the last resort after other de-escalation techniques have been attempted.

Non-Restrictive Approach: Stepping Stones Alternative Provision adopts a non-restrictive approach to physical intervention. Staff are not permitted to use any form of physical restraint or holding techniques. Instead, staff should focus on guiding the student away from harm or preventing further escalation.

4. Procedures for Physical Intervention

Assessment of the Situation:

Assess the level of risk posed by the situation. Physical intervention should only be used when there is an imminent risk of harm.

Consider the student's behaviour, the environment, and any potential triggers before intervening.

De-escalation Techniques:

Utilise de-escalation techniques. These may include verbal communication, distraction, offering space, calming techniques, reminder of choices, humour or time away from the situation.

Physical intervention should only occur if de-escalation techniques have been unsuccessful and the risk of harm remains.

Guidance and Redirection:

If physical intervention is necessary, staff should aim to guide or redirect the student using minimal physical contact.

Ensure that any physical contact is appropriate, non-threatening, and used only to prevent harm.

For example, staff may place a hand on the student’s arm or shoulder to guide them away from a situation or use their body to block access to a dangerous area.

After the Incident:

Once the situation is under control, staff should immediately inform a senior member of the team and document the incident in line with the school's reporting procedures.

An evaluation should be conducted to review the incident, including what led to the intervention and how it could be prevented in the future.

Offer support to the student and any other affected individuals following the incident.

The main education provider must be made aware of any incidents of this nature.

5. Training

All staff members will receive regular training on de-escalation techniques, understanding challenging behaviour, and the appropriate use of physical intervention.

Training will also include an overview of this policy and the relevant procedures to ensure consistency in its application.

6. Monitoring and Review

This policy will be reviewed annually or after any significant incident involving physical intervention.

Feedback from staff, students, and parents will be considered in the review process to ensure the policy remains effective and aligned with best practices.

7. Related Policies

Behaviour Policy: Outlines the standards of behaviour expected from students and the strategies used to manage challenging behaviour.

Safeguarding Policy: Provides guidelines on protecting the welfare of students, including protocols for reporting concerns.

8. Conclusion

The safety and well-being of students and staff at Stepping Stones Alternative Provision are paramount. This Manual Handling Policy provides a framework for physical intervention that respects the dignity of students while ensuring their safety. Staff are encouraged to use this policy in conjunction with the Behaviour Policy to create a safe and supportive learning environment.

Approved by: Joshua Roscoe

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