



Positive Handling

Forward thinking and creative; valuing faith, tradition, community and achievement.

This Positive Handling Policy will be reviewed every two years, to examine the effects of any revisions or amendments, and decide if it is just a matter of straight forward revision and issue, or whether it is necessary to go out for consultation.

This policy should be read alongside the Safeguarding; and Health & Safety and policies.

The Governing Body agreed this policy in **September 2019**.

Signed:

Head Teacher _____

Chair of Governors _____

Introduction

This policy outlines how staff at Brigstock Latham's CofE Primary School are to use physical intervention in order to maintain good order and relationships throughout school. At Brigstock, the need to use physical intervention is very rare but when it is necessary, it should be done in line with this policy and in line with our values of care, respect and responsibility.

We recognise that there are times when physical contact between adults and children is appropriate and helpful. Appropriate touch can bring comfort, protection, guidance and a sense of value that forms part of the natural teacher-pupil relationship, especially when working with very young children. However, we know that physical contact can also be harmful, can be misunderstood or misrepresented and as such, it should only occur when strictly necessary and in line with both the specifics and the spirit of the Safeguarding Policy.

This policy focuses on the use of restrictive physical interventions (see definitions below) and acts as an addition to the main behaviour policy. It should be read in conjunction with the Behaviour Policy, Inclusion Policy, the Health & Safety Policy, and the Safeguarding Policy and assumes that these policies have been understood and are being implemented by all staff.

At Brigstock Primary, physical intervention is regarded as an act of last resort and should only be used when there are no alternative approaches.

Purpose

This policy aims to give all members of the school community clear guidance so that any physical intervention undertaken is carried out in a way that supports the values and principles described above. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff at the school will fulfil their responsibilities in those circumstances.

The Headteacher will be responsible for ensuring that staff, Governors and parents are aware of the policy. He will ensure that any necessary training/awareness-raising takes place to ensure that staff are aware of their responsibilities in this respect.

Definitions and Principles

Broadly speaking, physical contact can be split into two main categories:

- Non-restrictive interventions – examples could include holding a child's hand to guide them down a corridor, a hand laid on a shoulder to calm a child, guidance in PE, a hand on a head to guide a child safely through a door. In these cases, the child has the option to move away from the touch and their movement/freedom is not being restricted. The level of contact is minimal. As such, this falls outside this policy and does not need to be recorded. Safeguarding protocols should however be observed at all times.
- Restrictive physical interventions that are intended to prevent, impede or restrict movement so that the adult has control of the child's actions. This might include the single elbow hold or T-wrap. These interventions may be a planned response as part of a behaviour plan – see below, or in response to an incident that had not been foreseen. In all cases, the reporting and recording procedures below should be followed.

What the law says on when is restrictive physical intervention permissible

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- a) Committing any offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- b) Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Risk assessment

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy. It is avoided whenever possible and will not be used for staff convenience.

Restrictive physical intervention will only be considered if an intervention is necessary and other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will consider whether the risk of not intervening is greater than the risk of doing so.

Any actions will be carried out with the child's best interests at heart. Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation – such action would be outside the law and could lead to prosecution and/or dismissal.

Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

Only staff employed by the school are authorised to use physical restraint on a child. If at all possible, restraint should be carried out by a Team-Teach trained member of staff. However, in an emergency, staff are authorised to act in the best interests and to protect all the children involved.

How staff might intervene

When a restrictive physical intervention is justified, staff will use 'reasonable force'. This is the degree of force 'warranted by the situation'. It will 'be proportionate to the circumstances of the incident and the consequences it is intended to prevent'. Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

Staff will not act out of anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupil at all times.

Physical intervention as part of an Individual Behaviour Plan

From time to time, we may have children in the school whose needs and behaviours are such that it is likely that physical restraint may be needed at some point. Where this is the case, an Individual Behaviour Plan should be created. This document should state what forms of intervention may be required, possible triggers that staff should be aware of and any strategies that are known to be effective in deescalating the situation and preventing restraint from being required.

This main aim of the is to reduce the likelihood of the need for restrictive physical intervention as well as describing how such intervention will be carried out and will be discussed with parents/carers.

Before the risk assessment is implemented, any necessary training or guidance will be provided for the staff involved. The plan will be formed in consultation with the SENCO, HT and/or DHT who will arrange

for additional staff training, as required.

What to do after the use of a restrictive physical intervention

After the use of an unplanned restrictive physical intervention, the following steps will be taken:

- Details of the incident will be recorded by all adults involved immediately on the positive handling incident report form. This will then be added to the number log kept by the Head Teacher.
- Recording will be completed within 12 hours whenever possible. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- Any injuries suffered by those involved will be recorded following normal school procedures.
- The Headteacher will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the Headteacher will follow the school's child protection procedures and also inform parents/carers.
- Parents/carers will be informed by the Headteacher/SENCO on the day of the incident.
- Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions.

Arrangements for recording and informing parents in the case of a planned restrictive intervention will be followed as agreed beforehand but broadly will follow the same pattern as above.

Training

All necessary staff will attend Team Teach training and will be given the opportunity to keep their training up to date.

The HT and DHT will ensure that all other staff recognise good practice in this area and cascade the key principles.

As above, where individual needs require it, individual training will be given to key staff working with a child where intervention is likely to be required.

Complaints procedure

Any complaint will first be considered in the light of the school's child protection procedures.

If child protection procedures are not appropriate, the school's complaint procedures will be followed.