

# ***Positive Handling Policy***



***Our core values at the centre of our teaching***

***Engagement, Enjoyment, Enthusiasm = Excellence***

This policy has been developed and has taken into account the expectations of Diocese of Gloucester and works alongside and to be used in conjunction with the SEND Policy, Confidentiality Policy, Child Protection and Safeguarding Policy, and Behaviour Policy.

<b><i>Staff Responsible</i></b>	<b><i>Policy Dated</i></b>	<b><i>Ratified by Governors</i></b>	<b><i>Next Review</i></b>
J Dwight H Gregory	Autumn Term 2020		Autumn Term 2022

## **Introduction**

This policy has been prepared for the support of all teaching and support staff who come into contact with pupils who may need to be positively handled. This policy should be read in conjunction with other school policies relating to interaction between adults and pupils specifically the school's Behaviour Policy.

Everyone has the right to use reasonable force to prevent actual or potential injury to people or damage to property (Common law power). Injury to people can include situations where a child's behaviour is putting him or herself at risk. In all situations, staff should always aim to use a less intrusive technique (such as issuing direct instructions, clearing the space of danger or seeking additional support) unless they judge that using such a technique is likely to make the situation worse.

Restraint should never be used as a substitute for good behaviour management, nor should it be employed in an angry, frustrated, threatening or punishing manner.

Although all staff have a duty of care to take appropriate steps in a dangerous situation, this does not mean that they have to use restraint if they judge that their attempts to do so are likely to escalate the situation. They may instead issue a direction to stop, call for additional assistance or take appropriate action to make the environment as safe as possible (e.g. by clearing the room of children). Where it is anticipated that an individual child's behaviour makes it likely that they may be restrained, a risk assessment and intervention plan should be developed and implemented.

Positive Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

Staff should refer to the Positive Handling Guidance for further information (Appendix 1).

## **Definitions of contact**

This summary guidance refers to the use of restrictive physical intervention (restraint) which we define as "when a member of staff uses force intentionally to restrict a child's movement against his or her will".

Staff should not feel inhibited from providing physical intervention under other circumstances, such as providing physical support or emotional comfort where such support is professionally appropriate. The use of such support must be consistent with our Child Protection policy.

- a) Physical Contact:** Situations in which proper physical contact takes place between staff and pupils, e.g. in games/ PE or to comfort pupils.
- b) Physical Intervention:** This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.
- c) Positive Handling:** This will involve the use of reasonable force when there is a risk to pupils, staff or property or if good order is being seriously prejudiced. All such incidents will be recorded using the ABCD forms and filed with the appropriate Lead Professional. The Head Teacher will be informed of all incidences of Positive Handling use.

## **Underpinning Values**

Everyone attending or working at Hardwicke Parochial Primary Academy has the right to:

- a recognition of their unique identity
- be treated with respect and dignity
- learn and work in a safe environment
- be protected from harm

Pupils attending this school and their parents have a right to:

- individual consideration of pupils needs by staff that has responsibility for their care and protection
- expect staff to undertake duties and responsibilities in accordance with the school's policies
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in the school
- be informed about the school's complaint procedure

The school will ensure that all pupils understand the need for and respond to clearly defined limits which govern behaviour in the school.

Parents should have committed themselves, through the Home-School Agreement, to work in partnership with the school to ensure that the child understands and follows the School's Behaviour Policy.

### **Training**

Members of staff will be trained on Positive Handling following the Team Teach program. No member of staff will undertake positive handling without appropriate training.

### **Strategies for Dealing with Challenging Behaviour**

All challenging behaviour will be addressed using the guidelines set out in the behaviour policy. Should an incident require further intervention be needed then staff will use reasonable physical intervention using the minimum degree of contact to prevent a child harming him or herself, others or property. The form of physical intervention may involve staff doing the following:

- physically interposing themselves between pupils
- blocking a pupil's path
- escorting a pupil
- shepherding a pupil away

### **Recording**

Where and when **positive handling** has been used a record of the incident always needs to be kept and the Head teacher informed. All recording needs to be completed on the day of incident and needs to include the following:

- name of pupil
- date, time and place of incident
- a brief description of the incident and actions taken
- attempts made to calm the situation
- names of people who witnessed the situation
- any damage/harm to persons or property

- name of person informing parents
- after investigation a summary of action taken

After the review of any incident, a copy of the recording form will be kept and can be found in the SEND office.

### **Complaints**

Any complaints about staff will be dealt with under the school's Complaints about Staff Procedure Policy.

## **APPENDIX 1**

### **Summary guidance for staff on the use of physical intervention**

#### **Introduction**

This guidance for staff is a summary of our setting's policy on the use of physical intervention.

Where staff are in any doubt about the use of physical intervention, they should refer to the full policy.

This summary guidance refers to the use of restrictive physical intervention (restraint) which we define as "when a member of staff uses force intentionally to restrict a child's movement against his or her will". Staff should not feel inhibited from providing physical intervention under other circumstances, such as providing physical support or emotional comfort where such support is professionally appropriate. The use of such support must be consistent with our Child Protection policy.

#### **Who can restrain? Under what circumstances can restraint be used?**

Everyone has the right to use reasonable force to prevent actual or potential injury to people or damage to property (Common law power). Injury to people can include situations where a child's behaviour is putting him or herself at risk. In all situations, staff should always aim to use a less intrusive technique (such as issuing direct instructions, clearing the space of danger or seeking additional support) unless they judge that using such a technique is likely to make the situation worse.

Restraint should never be used as a substitute for good behaviour management, nor should it be employed in an angry, frustrated, threatening or punishing manner.

Although all staff have a duty of care to take appropriate steps in a dangerous situation, this does not mean that they have to use restraint if they judge that their attempts to do so are likely to escalate the situation. They may instead issue a direction to stop, call for additional assistance or take appropriate action to make the environment as safe as possible (e.g. by clearing the room of children).

Where it is anticipated that an individual child's behaviour makes it likely that they may be restrained, a risk assessment and intervention plan should be developed and implemented.

#### **What type of restraint can be used?**

Any use of restrictive physical intervention should be consistent with the principle of reasonable force. This means it needs to be in proportion to the risks of the situation, and that as little force is used as possible, for as short a period of time, in order to restore safety. Staff should:

##### **Before physical contact:**

Use all reasonable efforts to avoid the use of physical intervention to manage children's behaviour. This includes issuing verbal instructions and a warning of an intention to intervene physically.

Try to summon additional support before intervening. Such support may simply be present as an observer, or may be ready to give additional physical support as necessary.

Be aware of personal space and the way that physical risks increase when a member of staff enters the personal space of a distressed or angry child. (Staff should also note that any uninvited interference with a

child's property may be interpreted by them as an invasion of their personal space.) Staff should either stay well away, or close the gap between themselves and the child very rapidly, without leaving a "buffer zone" in which they can get punched or kicked.

Avoid using a "frontal", "squaring up" approach, which exposes the sensitive parts of the body, and which may be perceived as threatening. Instead, staff should adopt a sideways stance, with their feet in a wide, stable base. This keeps the head in a safer position, as well as turning the sensitive parts of the body away from punches or kicks. Hands should be kept visible, using open palms to communicate lack of threat.

#### **Where physical contact is necessary:**

Aim for side-by-side contact with the child. Staff should avoid positioning themselves in front of the child (to reduce the risk of being kicked) and should also avoid adopting a position from behind that might lead to allegations of sexual misconduct. In the side-by-side position, staff should aim to have no gap between the adult's and child's body. This minimises the risk of impact and damage.

Aim to keep the adult's back as straight and aligned (untwisted) as possible. We acknowledge that this is difficult, given that the children we work with are frequently smaller than us.

Beware in particular of head positioning, to avoid clashes of heads with the child.

Hold children by "long" bones, i.e. avoid grasping at joints where pain and damage are most likely. For example, staff should aim to hold on the forearm or upper arm rather than the hand, elbow or shoulder. Ensure that there is no restriction to the child's ability to breathe. In particular, this means avoiding holding a child around the chest cavity or stomach.

Do all that you can to avoid lifting children.

Keep talking to the child (for example, "When you stop kicking me, I will release my hold") unless it is judged that continuing communications is likely to make the situation worse.

Don't expect the child to apologise or show remorse as many young children do not understand the difference between accidental and deliberate hurt.

Use as little restrictive force as is necessary in order to maintain safety and for as short a period of time as possible.

In very extreme circumstances 2 members of staff might be necessary to ensure safety.

#### **After an incident:**

It is distressing to be involved in a restrictive physical intervention, whether as the child being held, the person doing the holding, or someone observing or hearing about what has happened. All those involved in the incident should receive support to help them talk about what has happened and, where necessary, record their views.

**The physical intervention should be recorded immediately in the incident book. Staff should inform the setting manager as soon as possible after an incident of restrictive physical intervention; parents/carers should also be informed. There should also be a review following the incident so that lessons can be learned to reduce the likelihood of recurrence in the future.**