



Name of policy: Positive Handling Policy

Version	Date	Approved by governors	Description
1	11.09	25.02.10	WRITTEN BY GILL GOOCH
2	June 2011	30.06.10	Reviewed by Mrs Gooch – no changes made
3	November 2017	15.01.18	Rewritten by Matt Hickey
4	Spring 2019	14.01.19	Reviewed and no changes made
5	Spring 2020	10.02.20	Policy amended by C Vaux
6	Autumn 2020	10.09.20	Policy amended by C Vaux – COVID-19 update only
7	Summer 2021	07.06.21	Policy amended by C Vaux

This policy is due for review on: Summer 2022

COVID-19 UPDATE:

PPE

Where possible, all staff dealing with an incident that involves close or physical contact with a pupil and other members of staff must wear full PPE. Where this is not possible, other members of team-teach-trained staff can be called to assist, giving them time to put on PPE before they arrive. Where possible members of staff can swap in and out to ensure that staff without PPE have the opportunity to put it on.

PPE includes gloves, an apron and a face shield. Every member of staff trained in team teach needs to have PPE equipment ready for when they are called to support an incident that may involve close contact and/or using team teach holds.

This policy has been written with DFE 'Use of reasonable force' advice for Headteachers, staff and governing bodies July 2013.

1. INTRODUCTION

Highwood Primary School encourages pupils to make positive behaviour choices. However, pupils sometimes do make the wrong choices. On rare occasions, this may result in a situation that requires some form of physical intervention by staff.

The 'climate' in the classroom promotes Highwood values:

- Respect
- Trust
- Happiness
- Celebrating Diversity
- Continual Improvement
- Pride



These values are modelled and promoted by all staff in school and form the foundations of the school's Behaviour for Learning policy. Pupils and staff are aware of the system of rewards and sanctions and positive behaviour is encouraged. The needs of the individual will be acknowledged and respected, considering the diversity of experience, race, culture, disability, language, community and gender.

Our Positive Handling Policy is based upon the following principles:

- Physical intervention is used only as a last resort when other appropriate strategies have failed.
- Any physical contact is only the minimum required, for the shortest period of time.
- Physical intervention is used in ways that maintain the safety and dignity of all concerned.
- Incidents are recorded and reported to the Headteacher.
- Parents are informed of each incident.

2. THE LEGAL FRAMEWORK

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Headteacher, who have control or charge of pupils, to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Causing injury to his/herself or others » committing an offence

- Damaging property
- Prejudicing the maintenance of good order & discipline

3. DEFINITION OF REASONABLE FORCE AND RESTRAINT

The DFE guidance (2013) on the 'Use of Reasonable Force' defines and explains these terms in the following way:

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. All members of staff who can use reasonable force have a legal power to use it. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

The DFE Guidance 2013 on 'Use of reasonable force' states that schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow and instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event, trip or a visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and » restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment - it is always unlawful to use force as a punishment.

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force, as is reasonable given the circumstances, to conduct a search for the following 'prohibited items':

- Knives and weapons,
- Alcohol,
- Illegal drugs,
- Stolen items,
- Tobacco, cigarette papers and e-cigarettes,
- Fireworks,
- Pornographic images and any article that has been or is likely to be used to commit an offence,
- Items that may cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

4. HIGHWOOD EXPECTATIONS

- The school will provide behaviour training for new staff.
- The school will provide a safe, positive environment.
- The staff to be aware of the behaviour needs of each pupil.
- Pupils are encouraged to manage their own behaviour appropriately.
- If a pupil is displaying difficult and challenging behaviour, the aim is to de-escalate the situation and maintain the safety of all the staff and pupils.
- Physical intervention will be used rarely and as a last resort.
- Parents/carers, pupils and staff will be familiarised with the situations where physical intervention might be necessary – After the initial need for physical intervention, a PHP plan will be written and agreed with parents / carers.
- Any staff member expected to carry out positive handling with children will be Team-Teach trained.
- All Physical Intervention incidents will be recorded on the school's form Appendix 2. These will be signed and scanned and uploaded to CPOMS.
- All Physical Restraint incidents will be recorded on the school's form Appendix 2, 3, 4 and 5. These will be signed and scanned and uploaded to CPOMS.

Pupils will be given the opportunity to reflect on the incident either immediately afterwards or the following day (appendix 5). This will be recorded in CPOMS after completion. Staff will be given the opportunity to discuss the incident and be debriefed (Appendix 3 and 4).

Parents/carers will be informed as necessary.

5. PHYSICAL CONTACT

Staff should always maintain appropriate relationships with children/young people.

Physical contact can describe a range of behaviours including appropriate demonstrations of affection; staff should not be deterred from consoling and comforting a pupil in distress.

Staff need to be aware of personal boundaries for themselves and the pupils.

Team Teach Holds

When physical restraint is deemed necessary, staff are only allowed to use the holds listed below (these are stated in the team teach handbook):

- Help hug – one arm around the shoulders with the nearest hand on the nearest shoulder or covering just above the elbows.
- Guiding Elbows – arms or cupped hands placed just above the elbows to prevent hazardous movements
- Single elbow – Two carers standing, sitting or kneeling alongside the individual each holding the nearest forearm parallel to the ground with the elbow tucked back. The other Caring C supports the front of the shoulder. Supporting pressure is through the hips to protect backs and heads.
- Double Elbow – One or two carers standing or kneeling alongside the individual passing one arm across the back to hold the furthest forearm. The whole hand looks over the forearm with the elbow tucked back. The nearest forearm is held with the elbow tucked back. Supporting pressure is through the hips to protect backs and heads (NB This is not used to hold individuals in a forced seated position)
- Figure of Four – standing, sitting or kneeling alongside the individual holding underneath the forearm with the outside hand, while the nearest hand passes under the arm and over the individual's forearm to grip the carer's own wrist.

6. ALTERNATIVES TO PHYSICAL CONTACT

A member of staff who chooses not to make physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and request alternatives using negotiation and reason
- Give clear directions to pupils to stop
- Remind them about the rules and likely outcomes
- Remove an audience or take vulnerable pupils to a safer place
- Make the environment safer by moving furniture and removing objects which could be used as weapons
- Use positive touch to guide or escort pupils to somewhere less pressured
- Ensure that colleagues know what is happening and get help

7. PROHIBITED MEASURES

Staff should never take any action (physical or verbal) that is likely to cause pain or humiliation to a pupil.

- Corporal Punishment - Any application of force as punishment, including slapping, throwing objects, rough handling, pushing or punching is not acceptable.
- Deprivation of Food and Drink - It is unacceptable to force a pupil to eat foods that they dislike, or deny them food of their choice as a form of punishment.
- Intimate Physical Searches - Intimate physical searches of children are totally unacceptable. Occasionally, and not as a punishment, a search of a pupil's clothing may be necessary – e.g. searching for a dangerous object.

8. MONITORING

- Staff should be clear about the expectations for informing management, parents and reporting and recording incidents
- The records will be checked monthly to ensure that they comply with policy and procedures and to monitor trends and practices
- There will be an annual review of practices and staff training needs
- A list of all staff authorised to use physical restraint, including their training expiry date, will be maintained by School Business Manager
- All cases of physical intervention should be reported, recorded and evaluated
- All young people involved in a physical intervention should have access to a debrief session, (a discussion about strategies that the young person could use in the future) and a complaints procedure.

APPENDIX 1

Staff Other Than Teachers Who Have Been Authorised Permanently To Use Physical Intervention with Pupils

The following support staff have been authorised permanently by the Headteacher to use reasonable force to intervene with pupils (only) to respond to circumstances where staff, pupils, visitors or members of the public could be in danger.

They have been given appropriate advice by the Head Teacher over the use of reasonable force.

Name	Position	Team-Teach Certificate number	Date for renewal
Matt Hickey	Headteacher	LBRO0403111706	03/11/20
Lisa Nunn	F1 Teacher	LBRO0403111706	03/11/20
Matt Bevan	Head of Inclusion		
Faye Parker	EYFS Phase Leader		
Abigail Rapley	EY Practitioner		
Claire Vaux	Deputy Headteacher		
Jackie Botting	Lunch time Co-ordinator		
Georgina Godfrey	Resource Teacher		
Sarah Majer	KS2 AHT		

The following members of support staff have been authorised temporarily to use reasonable force as above (e.g. for the duration of a school trip).

Name	Position	Period of Authorisation

APPENDIX 2

Physical intervention incident report Form A

Report completed by	Date of incident		Date of report	
Name of student				
Date of birth		Gender M <input type="checkbox"/> F <input type="checkbox"/>		
Ethnicity				
Time Intervention started				
Time Intervention ended				
Name/s of staff member/s administering Intervention				
Trained in safe physical restraint?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Other staff /adults who witnessed				

Place where Intervention occurred	
Classroom	
Corridor	
Assembly hall	
Outdoor area	
Toilet block	
Administration area	
Other (identify)	

Behaviour directed at	
Staff member – name	
Student – name	
Self – describe how they intended self-harm	
Property – describe potential injury to self or others	

Reason Intervention was considered necessary	
Imminent danger, serious risk of injury – describe	
Actual injury – describe and attach injury form	

Please turn over and complete the reflection section.

APPENDIX 3

Reflection

Events leading to the incident

Describe what was happening before the behaviour started to escalate. What was the student doing? What do you think might have triggered the behaviour? How were other students reacting to the student?

Behaviour of the student

What did you notice about the student's behaviour that alerted you that they were struggling to cope? Think about the way they looked, for example facial expressions, physical signs, language.

What did you try before the restraint?

Describe the alternative techniques and interventions tried to prevent the emergency, including a description of the de-escalation strategies you used. What was the response from the student?

The restraint method used

Describe the nature of the physical restraint. Include the type of hold and number of people required.

Monitoring

Describe how the student's physical and emotional distress was monitored while they were restrained.

After the restraint ended

Describe the mood of the student following the restraint. What help and support were they offered?

If there's a next time

What could be done differently in the future to prevent the need for restraint?

How about you?

How are you feeling and what support do you need?

Signature of person who applied the restraint

Signatures of any staff witnesses

APPENDIX 4

Debriefing form for staff involved in physical restraint incident

Date of incident			
Date of debriefing		Time of debriefing	
Names of the people at the debriefing			
Findings of debriefing			
Next steps/actions			
Principal or Principal's delegate signature			

APPENDIX 5

Physical restraint debriefing form – parents or caregivers, student

Date of incident		
Date of debriefing		Time of debriefing
Names of the people at the debriefing		
Findings of debriefing		
Parent or caregiver – comments and suggestions		
Student – comments and suggestions		
Next steps/actions agreed		
Signatures		
Principal or Principal's delegate:		
Parents or caregivers:		
Student:		