



TOGETHER WE GROW AND LEARN

Positive Handling Policy

Date approved: - Full Governors January 2016

Date to be reviewed: - Summer 2018

Governing Body Committee: - P&P

Policy on Positive Handling

This policy should be read in conjunction with the School's 'Child Protection Policy', the 'Behaviour Policy' and the 'SEN Policy'.

1 Introduction

1.1 This policy was reviewed and updated in January 2016. The policy was written in line with government guidelines on the restraint of children.

1.2 This policy sets out the framework for the use of reasonable force or positive handling, but it must be clearly understood that this should always be set within the school's overall behaviour management framework and is only used as a last resort under-pinned by sound risk assessment.

1.3 Providing successful inclusion may necessitate physical restraint but only as one of the strategies available for the management of challenging behaviour. Only in the event of failure of clearly defined protocols to bring control to the situation, or imminent danger to persons, should positive handling be considered.

1.4 Legislation that came into force on 1.9.98 (Section 550 of the Education Act 1996) together with national guidance (DfE Use of reasonable force 07/13, DfE DFE-00295-2013) establishes the power of teachers and other staff to use reasonable force if required. This applies to all occasions when that member of staff is in charge of children both on and off school premises.

2 Reasonable force

2.1 There is no legal definition of reasonable force; this would depend on the individual circumstances of each case. Only a court may judge what is reasonable in terms of the amount of force used in physical handling and obviously does so retrospectively.

2.2 Reasonable force would **not** include any of the following:-

- Holding a child around the neck, collar or other way that may restrict breathing
- Slapping, punching, kicking or tripping a child. Holding or pulling a child by their hair or ear.
- Twisting or forcing limbs against joints.
- Indecently touching or holding.
- Holding a child face down on the ground
- Lifting a child off the floor in order to intimidate

2.3 Types of incident where the use of force may be necessary are given as:-

- **Action due to imminent risk of injury**
- **Action due to imminent risk of significant damage to property**
- **Action where a pupil is compromising good order and discipline**

The third type of incident is unlikely to be cause for restraint in a primary school setting as it is usually possible to remove the rest of the children from the scene and allow the child concerned to calm down safely.

3 Physical Restraint

3.1 The definition of restraint is **the positive application of force with the intention of overpowering the child.**

3.2 All members of staff have a legal power to use reasonable force if the situation deems it necessary to use, however the school has appointed designated members of staff who should be called upon whenever possible to attend to these instances as they have all received appropriate approved training (MAPA – Managing Actual and Potential Aggression). Please see Appendix 1, List

of Authorised Staff in Positive Handling File for an up to date list of staff. The Headteacher, Senior Leadership Team and Governors need to ensure that all authorised teachers and other authorised staff are appropriately trained and updated by approved trainers and accept the responsibility of their role by being aware of the guidelines in this policy.

3.3 The Headteacher, Senior Leadership Team and Governors need to ensure that, as far as possible, preparation and planning has taken place to identify areas where physical restraint might be used. However, the school may also have to intervene in circumstances where preparation and planning have not been possible.

3.4 The use of restraint requires skill, judgement and knowledge of non-harmful methods of control. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force should always be the minimum needed to achieve the desired result.

3.5 When physical restraint takes place, the school will always endeavour to protect children and adults from physical harm, however, there may be cases in which some discomfort and/or bruising may occur, to both staff and children, as a result of the restraint taking place.

3.6 Staff must take into account if the child has a Provision Map or an Individual Behavioural Plan or is listed on the Schools SEN Register and follow any guidelines mentioned. Individual staff risk assessments must be considered in the event of restraint becoming necessary.

3.7 Before touching the child, the member of staff should advise the child calmly and repeatedly about what they are going to do and why, and how the child might change his/her behaviour, in order that the restraint would become unnecessary. Any other children and adults present should also be warned.

Note: this warning must not comprise of any threat of unlawful attack.

3.8 A second adult should be called to reduce the risk of the member of staff or child suffering bodily harm and as a witness if allegations of assault are made later by the child.

3.9 While intervening, the member of staff must:-

- employ minimum physical force necessary for the minimum period needed
- wherever possible keep talking to the child and give choices as to how they could behave in a manner that would end the need for restraint
- avoid committing any act of punitive violence
- keep his or her temper

3.10 Types of restraint which may be appropriate:

- Any holding tactic in which a young child is restrained without injury until the young child calms down
- Physical contact with a young person designed to control the young person's movements, which pose a danger (e.g. holding by the arms against the side of the body). Standing by the side of the young person is likely to minimise the risk to adult and young person.
- The holding of a young person's arms or legs to prevent/restrict striking/kicking.
- The use of sufficient physical force - without causing injury - to remove a weapon/dangerous object from a young person's grasp (if foreseeable this requires specialised training).
- Physically preventing a young person from exposing themselves to possible danger by leaving the premises.

3.11 If restraint is required for an extended period (for example, more than five minutes), a senior member of staff must monitor the situation closely with a view to safeguarding the child and the staff concerned.

4 Alternative strategies

4.1 There are some situations in which the need for physical restraint is immediate and where there are no equally effective alternatives (eg is a pupil is about to run

across a road). However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

- the *broken record* in which an instruction is repeated until the pupil complies
- use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other sanctions consistent with the School's policy on behaviour and discipline.

5 Monitoring and Logging

5.1 After an incident involving physical restraint, it is vital that a Serious Incident Report (See appendix 1) and a Record of Physical Intervention/Restraint (see appendix 2) is completed by all concerned. Copies of the form will be kept in the Positive Handling File and in the Child's SEN File.

5.2 In the event of an incident when physical restraint is required, an incident form will be completed within 24 hours. If possible, all staff and children involved will undertake a de-briefing meeting with the Headteacher or member of the Senior Leadership Team within 24 hours. The parents/guardians or carers should meet with the Headteacher or member of the Senior Leadership Team as soon after the incident as possible.

5.3 If physical restraint is necessary to manage the behaviour of an individual, it would be appropriate to instigate or review an Individual Behavioural Plan / Provision Map after the event. In the event of physical restraint being necessary on more than one occasion, it would be appropriate to include positive handling advice in the child's Individual Behavioural Plan / Provision Map discussion with all staff, parents and any relevant outside agencies.

5.4 In the case of a child with a statement of educational needs, there will be opportunities to address issues of challenging behaviour at annual review meetings and an interim review organised in exceptional circumstances.

5.5 Looked-After Children will have a Personal Education Plan which features planning and strategies to address challenging behaviour, where appropriate.

5.6 If, after receiving the report of an incident where physical intervention has occurred, the Headteacher considers the school's guidelines have been seriously breached and that further investigation is warranted, the incident should not be pursued, but action in accordance with Child Protection procedures must be taken. In these circumstances, any school internal investigations must cease and no further statements should be taken. If the school's guidelines have been breached, the Headteacher will contact the LA Personnel Division and advise the staff member to consult his/her professional association.

6 Disability Equality

6.1 At Blidworth Oaks Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

6.2 Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, which is anything that is additional to or different from what is normally available in schools in the area.

6.3 At Blidworth Oaks Primary School, we undertake the duties, including in relation to this policy:

- Not to treat disabled pupils less favourably for a reason which relates to their disability

- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To do our best by all disabled members of our school community in relation to the requirements of this particular policy

Signed: Miss K Wilson (Anti-Bullying and Behaviour Coordinator)

Date: 04.01.16



Appendix 1 - List of Authorised Staff

Staff Member	Qualification	Date from	Date for review
Phil Johnson	MAPA	15/06/15	15/06/16
Belinda Robinson	MAPA	27/01/16	
Claire Roper	MAPA	29/02/16	
Alison Saunders	MAPA	29/04/16	
Sarah Crowson	MAPA	20/05/16	



Appendix 2 – Record of Physical Intervention/Restraint

Date of Incident:		
Names and position of those involved:		
Time of Incident:	Location:	
Events Leading up to Physical Intervention (Including Alternative Strategies used):		
Account of Actual Incident (include details of actions, method of restraint, words used, witnesses etc):		
Outcome/Resolution of Incident:		
Follow up Actions (advice to carers, support for staff and pupils involved, IBP review etc):		
Names of witnesses and attached witness accounts:		
Record of any Injury or Damage to Property:		
Signed:	Position:	Date: