



# Parklands Community Primary School

## Positive Handling Policy

**Date of Approval :** 12 November 2021

**Review Date :** Autumn 2023

**Reviewed by :** Premises, Health & Safety Committee

# POLICY FOR POSITIVE HANDLING

## Status

Statutory

This policy has been prepared for the support of all staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangement for positive handling. The policy is available to parents on request.

## Purpose

The aim of this policy is to ensure a safe and happy environment, where everybody in the school community feels safe and respected.

The objectives of this policy are:

- To provide a safe learning environment.
- To provide a framework in which all staff who come into contact with pupils are clear about their roles and responsibilities within the context of positive handling.

## Who was initially consulted?

All staff were consulted in drawing up this policy.

## Relationship to other policies

This policy should be read in conjunction with the Child Protection Safeguarding Policy and the Behaviour Policy.

## Implications of the policy

The 1996 Education Act (Section 550 A) stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom, during a teaching session or elsewhere within school (this includes authorised out-of-school activities).
- Serious self – injuring.
- Causing injury to others.
- Committing a criminal offence.
- Damaging school property.

## Definitions of Positive Handling:

Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself/herself, others or property.

The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause (paragraph 3.4, page 10 DfES Guidance ref: LEA/0242/2002 – contact DfES SEN Schools Team).

The three types of positive handling are described as follows:

1. **Physical Contact** – Situations in which proper physical contact occurs between staff and pupils, e.g. in the care of pupils and in order to support their access to a broad and balanced curriculum.

2. **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 arm or shoulder where the pupil is compliant. Guiding a pupil to a safe outside area, or withdrawal room.
3. **Physical Control/Restraint** – This will involve the use of **reasonable force when there is an immediate risk to pupils, staff or property**. It is important to note that the use of ‘reasonable force’ should be seen as a last resort. **All such incidents must be recorded** and be stored in an accessible way.

**The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint**

In this school, staff have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Reasonable force will only be used as a last resort when all other behaviour management/de-escalation strategies have failed or when pupils, staff or property are at risk.

De-escalation strategies include:

- Verbal advice and support.
- Using diversion.
- Using diffusion.
- Using negotiation.
- Choices/consequences.
- Time out offered.
- Re-assurance.
- Planned ignoring.
- Humour.

**Authorised staff**

All staff trained in Team Teach will be authorised to use **physical control/restraint** as a last resort when alternative deescalating strategies have failed.

**Training**

- Training for all staff will be made available and will be the responsibility of the Headteacher.
- No member of staff will be expected to undertake the use of reasonable force without appropriate training.
- Parklands Primary School acknowledges that physical techniques are only a part of a whole setting approach to behaviour management. The governors of the school are committed to working within the LA’s framework for accessing training in that: - It will review its behaviour/positive handling policy on at least a two-year cycle.
- Training will be delivered on a needs based approach and procedures are in place to monitor incidents.

**Types of Incident**

The incidents described in Circular 10/98 fall into three broad categories:

Where:

- action is necessary in self-defence or because there is an imminent risk of injury
- there is a developing risk of injury, or significant damage to property.
- a pupil is behaving in a way that is seriously compromising good order or discipline.

Examples of situations, which fall within these categories, are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is on the verge of committing damage or vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage by misusing dangerous materials or objects;
- a pupil is running in a corridor in a way which he or she might have or cause an accident likely to injure him or herself or others;
- a pupil absconds from a class or tries to leave school;
- a pupil is behaving in a way that is **seriously** disrupting a lesson, causing distress to the pupils and/or a breakdown of order.

### **Recording**

Where physical control or restraint has been used a record of the incident will be kept. This record should be made on a serious incident form.

The serious incident form will be completed as soon as possible after the incident, normally prior to staff going off duty and be signed by the class teacher.

The serious incident form will be placed on the pupil's file and a copy given to the Headteacher/Deputy Headteacher.

Parents will be informed either through a home/school book or by telephone.

A Health and Safety Accident/Incident Form will be completed and returned to the Authority in situations where injury has occurred to either members of staff or pupils.

It is important to ensure that staff and children are given basic first aid treatment for any injuries that require treatment. Where staff and pupils have been involved in an incident involving reasonable force they should have access to emotional support. Debriefing must take place on the same day as the incident if possible.

### **Monitoring incidents**

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures.

Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher/Deputy Headteacher/SENCO to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis by the Headteacher/Deputy Headteacher/SENCO and the results used to develop individual behaviour plans.

### **Action after an incident**

The Headteacher/Deputy Headteacher/SENCO will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Behaviour Plan.
- Child Protection Procedure.
- Staff or Pupil Disciplinary Procedure.
- School Behaviour Policy.
- Exclusions Procedure in the case of violence or assault against a member of staff.
- The member of staff will be kept informed of any action taken.

- In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

### **Individual Behaviour Plan**

An Individual Behaviour Plan:

- Provides a structured intervention to manage pupil behaviour.
- Is designed to support the pupil to modify or change certain behaviours.

An Individual Behaviour Plan should include:

- The target behaviours causing concern.
- The triggers for this behaviour.
- Strategies to address the behaviour.

The Behaviour plan should be agreed by the SENCO, class teacher, TAs pupil and parents. All members of staff working with the pupil needs to be aware of the plan.

### **Complaints**

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the School's Complaints Policy. If necessary the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

Use of physical force that is unwarranted, excessive, or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force should be dealt with under school disciplinary procedures.

**Parklands CP School - Positive Handling Record**  
**Serious Incident Form** (where sustained physical control or restraint has been used)

|                |        |
|----------------|--------|
| Name of child: | Class: |
|----------------|--------|

|       |       |            |
|-------|-------|------------|
| Date: | Time: | Time span: |
|-------|-------|------------|

|           |
|-----------|
| Location: |
|-----------|

|           |            |
|-----------|------------|
| Activity: | Your name: |
|-----------|------------|

|                          |
|--------------------------|
| Name of others involved: |
|--------------------------|

|                          |  |  |  |
|--------------------------|--|--|--|
| Reason for intervention: | Immediate danger of personal injury to pupil           |  |  |
|                          | Immediate danger of personal injury to member of staff |  |  |
|                          | Disruption to other pupils                             |  |  |
|                          | To avoid damage to property                            |  |  |

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|--|
| Antecedents (what events led to the incident?) |
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|                   |
|-------------------|
| <b>Behaviour:</b> |
|-------------------|

|                              |               |                  |
|------------------------------|---------------|------------------|
| Severe disruption to session | Spitting      | Biting           |
| Kicking                      | Hitting       | Throwing objects |
| Property damage              | Head butting  | Self harm        |
| Running                      | Other(detail) |                  |

|                                       |
|---------------------------------------|
| <b>De-escalation techniques used:</b> |
|---------------------------------------|

|                   |                      |                  |
|-------------------|----------------------|------------------|
| Verbal advice     | Reassurance          | Distraction      |
| Options offered   | Negotiation          | Humour           |
| Time out offered  | Planned ignoring     | Success reminded |
| Staff change over | Choices/consequences | Well done/reward |

|                                    |
|------------------------------------|
| <b>Team Teach Techniques used:</b> |
|------------------------------------|

|               |               |                  |
|---------------|---------------|------------------|
| Single elbow  | Double elbow  | Wrap             |
| Wrap in chair | Wrap on floor | Cradle on ground |

|  |
|--|
| Has there been post incident support / advice? |
|--|

|  |
|--|
| Any actions taken to prevent a reoccurrence / promote change |
|--|

**Medical Intervention.**

Details of any injury sustained by child

Details of any injury sustained by staff

Was either pupil or staff referred for further medical advice/treatment?  
Yes / No. If yes please give details

Line Manager Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Parents informed      home/school book      telephone in person (circle as appropriate)

**PLEASE KEEP A COPY OF THIS FORM IN THE PUPILS FILE AND A COPY TO  
DEPUTY HEADTEACHER**

**Headteachers Monitoring: (if injuries occur)**

- Was sufficient / appropriate de-escalation undertaken? ( )
- Were there grounds for physical control? ( )
- Were approved physical controls used? ( )
- Has appropriate post incident action been taken? ( )
- Is the record keeping comprehensive and complete? ( )
- Were all relevant people informed? ( )
- Were there any staff/pupils complaints? ( )

Other comments by Headteacher:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
**Headteacher/Deputy Headteacher**