



**Love, Learn, Respect and Appreciate**

## **Positive Handling Policy**

|   |                |              |
|---|----------------|--------------|
| <b>Physical Intervention &amp; restraint Policy</b> |                |              |
| <b>Approved by</b>                                  | Governing Body | October 2023 |
| <b>Next Review Due</b>                              | October 2024   |              |

## Positive Handling Policy

### Contents:

1. Statement of Intent
2. The Legal Framework
3. Our Approach
4. Roles & Responsibilities
  - Role of Head Teacher
  - Role of Staff
  - Role of Parents
5. Use of Physical Restraint
6. Actions after an Incident
7. Positive Handling Plans
8. Complaints and Allegations
9. Recording

### Appendices

- (1) Positive Handling Plan (PHP)
- (2) Positive Handling Report Form (PHRF)
- (3) Positive Handling Logbook
- (4) Positive Handling Documentation Checklist

## Relevant documentation

1. Keeping Children Safe in Education – 2020
2. Behaviour Policy - 2020

### 1. Statement of Intent:

At St Oswald's Catholic Primary School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices and is clearly communicated and understood by pupils, parents and staff. We aim, as a school, to produce a safe and secure environment where all can learn. On very rare occasions, circumstances may result in a situation that requires some form of physical intervention by staff. This policy aims to produce a consistent school response to any incidents that may occur and make clear each person's responsibilities with regard to physical intervention and restraint.

Our policy for physical intervention is based upon the following principles: -

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Head teacher as soon as possible.
- Parents will be 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 Head Teacher 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. Our Approach

At St Oswald's Catholic Primary School, we aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in conjunction with our Behaviour Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the

above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and wellbeing. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

## **4. Roles**

### **4.1 The Head Teacher**

- Lead the implementation of the contents of this policy and communicate its contents to all members of the school community.
- Ensure that the school is a safe place for all pupils and staff.
- Ensures incidents are recorded appropriately.
- Ensures that staff members receive training to be equipped to deal with incidents that require positive handling.
- Ensures that staff receive appropriate support following an incident.
- Ensure appropriate documentation is completed.

### **4.2 Staff**

- Follow the positive handling plans for those with recognised emotional/behavioural difficulties.
- Inform head teacher of any incidents involving physical intervention or restraint.
- Communicate effectively and promptly with parents.
- Write/review Positive Handling Plan (PHP) and share with parents and relevant staff.
- Record incident on relevant the Positive Handling Report Form (PHRF) form and file in the child's file, held securely by the Pastoral lead with secure safeguarding documents.
- Communicate any concerns to the Head Teacher.

### **4.3 Parents**

- Attend meetings arranged by members of staff and cooperate in devising strategies, planned responses and PHPs which will support the child.
- Sign and support the PHP.
- Communicate any concerns to an appropriate member of staff.

## **5. Use of Reasonable Force & Physical Restraint**

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 either to 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 student needs to be restrained to prevent violence or injury.

All members of school staff have a legal power to use reasonable force.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

**Members of staff can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or 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.

In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort.

When physical restraint becomes necessary:

**DO**

- Tell the pupil what you are doing and why
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Relax your restraint in response to the pupil's compliance

**DON'T**

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil

## **6. Actions after an incident:**

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. **The head teacher should be informed of any incident as soon as possible** and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed. After any incident involving restraint a Positive Handling Plan (Appendix 1) will need writing/reviewing. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on the Pupil Restraint Record Form (appendix B). All sections of this report should be completed so that any patterns of behaviour can be identified and

addressed. In the event of any future complaint or allegation this record will provide essential and accurate information. A copy should be filed in the child's file held securely by the Pastoral lead, with secure safeguarding documents and the Positive Handling Logbook completed. A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

## **7. Positive Handling Plans:**

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- The school's duty of care to all pupils and staff

## **8. Complaints and Allegations:**

A clear physical intervention and restraint policy, adhered to by all staff and shared with parents, should empower everyone working with children at St Oswald's Catholic Primary School. Any concern about the use of Physical intervention and restraint would lead to a full investigation.

## **9. Recording**

All behaviour incidents, where restraint is needed, are to be recorded.

All incidents to also be recorded on a Positive Handling Report Form (Appendix 2).

This form will be signed by any staff involved or observing and the Head Teacher. It will be kept in the child's file held securely by the Pastoral Lead with secure safeguarding documents. The Positive Handling Logbook must be completed and held securely by the Pastoral Lead with secure safeguarding documents.

This policy is monitored on a day-to-day basis by the Head Teacher and all staff, by talking with children, both formally and informally, from parents' communications and from colleague observations and reporting. Information is reported to Governors about the effectiveness of the policy on request.

Formally approved by The Governing Body March 2021

## St Oswald's Catholic Primary School

### Positive Handling Plan



Name: \_\_\_\_\_

Year: \_\_\_\_\_

Date: \_\_/\_\_/\_\_

**1. Child responses (see over page)**

| Level 1 responses | Level 2 responses | Level 3 responses |
|-------------------|-------------------|-------------------|
|                   |                   |                   |

**2. Teacher de-escalation responses (see over page)**

|                              | Try<br>(✓) | Avoid<br>(✓) | Notes |
|------------------------------|------------|--------------|-------|
| Verbal advice and support    |            |              |       |
| Firm clear boundaries        |            |              |       |
| Humour                       |            |              |       |
| Negotiation                  |            |              |       |
| Limited Choices              |            |              |       |
| Distraction                  |            |              |       |
| Reassurance                  |            |              |       |
| Planned ignoring             |            |              |       |
| C.A.L.M talking              |            |              |       |
| Bubble time                  |            |              |       |
| Withdrawal Offered           |            |              |       |
| Withdrawal Directed          |            |              |       |
| Transfer Adult               |            |              |       |
| Reminders about consequences |            |              |       |
| Success Reminders            |            |              |       |
| Designated safe place        |            |              |       |
| Other:                       |            |              |       |

**3. Diversion and distraction**

If child responds to distraction the interests of this child are ...

**5. Triggers**

The things that have caused anxiety for this pupil and led to de-escalation or intervention being required are .....

Signed (on behalf of school) : \_\_\_\_\_

Date: \_\_/\_\_/\_\_

Signed (parent) : \_\_\_\_\_

Date: \_\_/\_\_/\_\_

## Child Responses and Associated Positive Handling Responses

| <b>Level 1 Child Responses</b>   | <b>Level 1 Positive Handling Responses</b>  |
|--|---|
| <ul style="list-style-type: none"> <li>• Individual shows signs of anxiety</li> <li>• Hiding face in hands or bent over/under table</li> <li>• Rocking or tapping</li> <li>• Withdrawing from group</li> <li>• Refusing to speak or dismissive</li> <li>• Refusing to co-operate</li> <li>• Adopting defensive postures</li> </ul> | <ul style="list-style-type: none"> <li>• Read the body language</li> <li>• Read the behaviour</li> <li>• Intervene early</li> <li>• Use appropriate humour</li> <li>• Talk low, slow and quietly</li> <li>• Assess the situation</li> <li>• Divert and distract by introducing another activity or topic</li> </ul> |

| <b>Level 2 Child Responses</b>   | <b>Level 2 Positive Handling Responses</b>  |
|--|---|
| <ul style="list-style-type: none"> <li>• Individual begins to display higher tension</li> <li>• Belligerent and abusive</li> <li>• Making personal and offensive remarks</li> <li>• Talking louder, higher, quicker</li> <li>• Adopting aggressive postures</li> <li>• Changes in eye contact</li> <li>• Pacing around</li> <li>• Breaking minor rules</li> <li>• Low level destruction</li> <li>• Picking up objects which could be used as weapons</li> <li>• Challenges – “I will not...you can’t make me”</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to use Level 1 responses +</li> <li>• State desired behaviours clearly</li> <li>• Set clear enforceable limits</li> <li>• Offer alternatives and options</li> <li>• Offer clear choices</li> <li>• Give a get out with dignity</li> <li>• Assess the situation, consider making the environment safer and getting help</li> </ul> |

| <b>Level 3 Child Responses</b>   | <b>Level 3 Positive Handling Responses</b>   |
|--|--|
| <ul style="list-style-type: none"> <li>• Shouting and screaming</li> <li>• Crying</li> <li>• Damaging property</li> <li>• Moving towards danger</li> <li>• Moving towards weapons</li> <li>• Picking up objects that could be used as weapons</li> <li>• Hurting self</li> <li>• Grabbing or threatening others</li> <li>• Hurting others (kicking, slapping, punching)</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to use all Level 1 and Level 2 responses +</li> <li>• Make the environment safer</li> <li>• Move furniture and remove weapon objects</li> <li>• Guide assertively – hold or restrain if absolutely necessary</li> <li>• Ensure face, voice and posture are supportive not aggressive</li> <li>• Designated safe place</li> <li>• Seek assistance – “purple ink”</li> </ul> |

# Positive handling report form

Positive handling force should only be used when absolutely necessary. With this in mind, this form has been created to ensure that all incidents of this type are recorded. Incidents must also be documented in the Positive Handling Log.

|  |  |
|--|--|
| <b>Name of staff member:</b>   |  |
| <b>Name of pupil:</b>  |  |
| <b>Date:</b>   |  |
| <b>Time:</b>   |  |
| <b>Location:</b>   |  |
| <b>Name(s) of staff member(s) who witnessed the incident:</b>          |  |
|  |  |
| <b>Informed parties (parents/carers, social workers, police etc.):</b> |  |
|  |  |
| <b>Circumstances prior to the incident:</b>                            |  |
|  |  |
| <b>Details of the incident:</b>  |  |
|  |  |

**Details of any negative impact on other pupils:**

**Reason(s) for positive handling (please tick):**

Danger to self

Danger to others

Significant damage to property

**Details of the intervention:**

**Any disciplinary additional action taken:**

**Injuries (if any) to staff members, the pupil concerned or other pupils:**

**Damage (if any) to property:**

**Recommendation(s) to avoid future incidents:**

**Headteacher signature:**

**Date:**

**Signature of staff member concerned:**

**Date:**

**Parent signature:**

**Date:**



## **(APPENDIX 4) Documentation/Action Checklist**

### **Action taken by Head Teacher/Assistant Head Teacher/Senior Lead**

Positive Handling Report Form completed fully and correctly – Yes / No

Positive Handling Plan written/ reviewed – Yes / No

Positive Handling Logbook completed – Yes / No

Report reviewed with staff and support/guidance provided

Parents informed by Head teacher/Pastoral Lead/Senior Teacher

    Telephoned

    Invited into school

    Other – please state:

Other professionals informed:

| <b>Name</b> | <b>Designation</b> | <b>Date informed and how</b> |
|-------------|--------------------|------------------------------|
|             |                    |                              |
|             |                    |                              |
|             |                    |                              |
|             |                    |                              |

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_