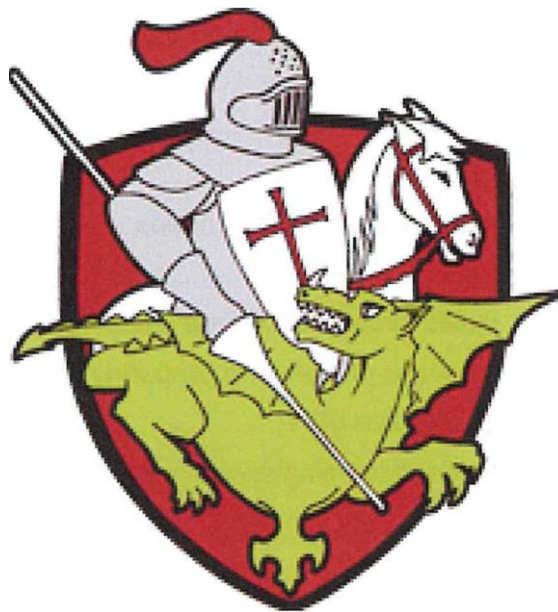


POSITIVE HANDLING POLICY

St. George's Junior School



Approved by: LGB

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1. The Legal Framework

Positive handling should be limited to emergency situations and used only in the last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables staff in the school, authorised by the Headteacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil themselves)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

(Examples of possible situations are given in Appendix 1)

2. Definition of Positive Handling at St George's Junior School

Positive handling is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property.

2.1. General Policy Aims

Staff at St George's Junior School recognise that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety / well-being and to maintain good order and discipline. Our policy on positive handling should therefore be read in conjunction with our Behaviour and Child Protection policies.

2.2. Specific Aims of the Positive Handling Policy

To protect every person in the school community from harm.

To protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive, or harmful.

To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.

3. Why Use Positive Handling?

Positive handling should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him / herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

It is not possible to define every circumstance in which positive handling 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 should, therefore, take reasonable action to ensure pupils' safety and well-being.

Examples of situations that may require positive handling are when:

- a pupil attacks a member of staff, or another pupil.
- pupils fighting
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects.
- a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others.
- a pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)
- a pupil persistently refuses to obey an order to leave an area.
- a pupil behaves in such a way that seriously disrupts a lesson.

Failure to positively handle a pupil who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

3.1. Alternative Strategies

There are some situations in which the need for positive handling is immediate and where there are no equally effective alternatives (e.g., 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.

3.2. Use of Positive Handling

Positive handling should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment.

Staff are only authorised to use reasonable force in applying positive handling, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary.

In all circumstances other methods should be used if appropriate or effective positive handling should be a last resort. When positive handling becomes necessary:

DO

- Tell the pupil what you are doing and why.
- Use the minimum force necessary.
- Involve another member of staff if possible.
- Use simple and clear language that is repeated.
 - we are holding you because we care about you and want to help you to calm down.
- we are holding you to:
 - keep you safe.
 - to stop you hurting yourself
 - to stop you from hurting others
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition-
 - when you are calm, we can let you go...
 - show me that you are clam by....
- Hold limbs above a major joint if possible, e.g., above the elbow
- 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.
- Attempt to reason with the pupil.
- Involve other pupils in the restraint.
- Touch or hold the pupil in sexual areas.
- Twist or force limbs back against a joint
- Bend fingers or pull hair.
- Hold the pupil in a way which will restrict blood flow or breathing e.g., around the neck
- Slap, punch, kick or trip up the pupil.

3.3. Actions After an Incident

Positive handling 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. **A member of the leadership team 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 the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern, it may be necessary to address the situation through the development of a behavioural support plan, which may include an anger management programme, or other strategies agreed by the SENCO.

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 using CPOMs or the 'Incident Report Form', appendix one. All sections of the report should be completed so that in the event of any future complaint a full record is available. 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.

4. Risk Assessments

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:

- Management of the pupil (e.g., reactive strategies to de-escalate a conflict, holds to be used if necessary)
- 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.

5. Complaints

A clear positive handling policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures. It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

Appendix 1

BOUND AND NUMBERED BOOK v 9	1
RISK ASSESSMENT AND SIGNIFICANT INCIDENT / RESTRAINT / RESTRICTION RECORD For Additional Details Refer To Supporting Documentation	
Name of the child or young person concerned: _____ Age: _____	
Name of the person using the measure: _____	
Names of any other people present: _____	
Name of person completing this record: _____	
Date _____ Time: _____ Location: _____	
Details of the behaviour leading to the use of the measure (what the child or young person was doing or saying): _____ _____	
Details of any methods used to avoid the need to use that measure (what you did - what you said - what you tried): <input type="checkbox"/> Humour <input type="checkbox"/> Verbal advice and support <input type="checkbox"/> Firm clear directions <input type="checkbox"/> Negotiation <input type="checkbox"/> Limited Choices <input type="checkbox"/> Distraction <input type="checkbox"/> Diversion <input type="checkbox"/> Reassurance <input type="checkbox"/> Planned Ignoring <input type="checkbox"/> Contingent Touch <input type="checkbox"/> Calm talking <input type="checkbox"/> Calm Stance <input type="checkbox"/> Patience <input type="checkbox"/> Withdrawal Offered <input type="checkbox"/> Withdrawal <input type="checkbox"/> Redirect <input type="checkbox"/> Swap Adult <input type="checkbox"/> Reminders about Consequences <input type="checkbox"/> Success Reminders	
Why Was The Measure Necessary? - (describe your dynamic risk assessment and why you honestly believed that the measure you chose was in the best interests of the child or young person) <input type="checkbox"/> Risk to Self <input type="checkbox"/> Risk to Others <input type="checkbox"/> Risk to Safe Physical Environment <input type="checkbox"/> Risk to Safe Psychological Environment <input type="checkbox"/> Prevention of Psychological Distress <input type="checkbox"/> Prevention of Physical Harm <input type="checkbox"/> Prevention of Criminal offence <input type="checkbox"/> Temporary Loss of Competence or Capacity	
A description of the measure used (what you did and what you said): _____ _____	
The effectiveness of the measure: _____	
Duration of any measure of physical restraint or restriction in minutes and any time intervals between provision of active support: _____	
Any consequences of the use of the measure: _____	
A description of any injury to the child concerned or any other person: _____	
A description of any medical treatment <input type="checkbox"/> offered or <input type="checkbox"/> administered: _____	
External Agencies Informed and supporting records: _____	
<input type="checkbox"/> Medical Referral _____	(Date and/or log number)
<input type="checkbox"/> Social Worker _____	(Date and/or log number)
<input type="checkbox"/> Health & Safety Report (RIDDOR) _____	(Date and/or log number)
<input type="checkbox"/> LADO _____	(Date and/or log number)
<input type="checkbox"/> Safer Schools Partnership Support Officer _____	(Date and/or log number)
<input type="checkbox"/> Pacing Authority _____	(Date and/or log number)
<input type="checkbox"/> Responsible Parent _____	(Date and/or log number)
<input type="checkbox"/> Confirmation that the person authorised to make the official record has spoken to the child or young person concerned and the person using the measure about the use of the measure and the feelings of both of them.	
Views of the young person and any additional comments: _____ _____ _____ _____ _____ _____ _____	
Name and signature of the person authorised to make this record: _____	
Name, signature and designation of person monitoring the records: _____ Date Checked: _____	