

POSITIVE HANDLING POLICY 2022

The school is committed to safeguarding and promoting the welfare of all children.

This policy outlines how staff at Hopton Primary School create and maintain good order and relationships through positive approaches. These approaches are successful for the vast majority of the time. Effective relationships are developed between staff and pupils and PSHE activities support pupils in managing conflict and coping with feelings. This policy on the use of restrictive physical interventions supplements the main behaviour policy. Both should be read in conjunction with the school SEND policy, the Health and Safety policy, and the Safeguarding policy.

Purpose of this policy

This policy aims to give all members of the school community clear guidance so that any physical intervention that they undertake is carried out in a way that supports the values and principles described above. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff at the school will fulfil their responsibilities in those circumstances.

The Headteacher will be responsible for ensuring that staff, Governors and parents are aware of the policy. The HT will ensure that any necessary training/awareness-raising takes place so that staff know their responsibilities.

Objectives

- To maintain the safety of pupils and staff.
- To prevent serious breaches of school discipline.
- To prevent serious damage to property.

Physical touch

The staff at Hopton Primary School believe that physical touch is an essential part of human relationships. In our school adults may well use appropriate touch to prompt, to give reassurance or to provide support in PE.

Examples of where touching a pupil might be proper or necessary are:

- Holding a hand
- Comforting a distressed pupil
- Giving praise or congratulation by shaking hands, giving a high five or placing a hand on a child's shoulder
- Demonstrating how to use equipment, for example, holding a child's hand in place on a pair of scissors
- Demonstrating or supporting exercises or techniques during Physical Education, e.g. assisting the hold on a tennis racket, or touching the ankle to position a foot in a balance hold
- To give First Aid
- To provide intimate care – **please refer to intimate care policy.**

Staff need to be aware of sensitivities associated with any form of physical contact with students. If staff feel uncomfortable, they are able to remove themselves from the situation, for example if a child grabbed an adult's leg, they can ask the child to stop.

Staff should always verbalise their intention to touch a child to provide the child opportunity to express their right to refuse. For example, 'Would you like me to put this sticker on you or do you want to do it?'

Younger children are naturally very tactile. Staff should not encourage physical contact, however, discretion should be used to assess if physical contact is appropriate, for example, a distressed child in Foundation stage may climb on an adult's knee and snuggle into an adult, this would not be appropriate for a year 5 child.

Definitions

Control means either passive physical contact (standing between pupils) or active physical contact (leading a pupil by the hand or arm).

Restraint means to hold back physically or to bring a pupil under control. It is when staff physically prevent a pupil from continuing what he/she was doing when told to stop or when involved in a fight.

Non-restrictive physical interventions

Either where the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish. (As already stated touch/physical contact is a small but important and natural part of teacher-pupil relationships in our school.)

Restrictive physical interventions

Prevent, impede or restrict movement or mobility.

Reasonable Force

Force is used either to control or restrain. Reasonable means using no more force than is needed. All members of school staff have a legal power to use reasonable force.

The use of reasonable force can be identified by the following:



(React UK, School Positive Handling, 4th Edition, Page 9)

What the law says: When is restrictive physical intervention permissible?

Physical restraint can be defined as the positive application of force for the purpose of overcoming a subject's resistance with the aim of

1. Preventing the actual or imminent assault of self or others;
2. Stopping and/or preventing serious damage to property;
3. Effecting a lawful arrest.

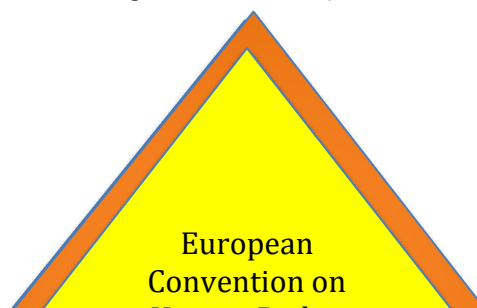
There are three main laws that govern the use of physical force in the UK, and they are:

1. Common Law
2. Section 3(1) of the Criminal Law Act 1967
3. Section 76 of the Criminal Justice and Immigration Act 2008

(React UK, School Positive Handling, 4th Edition, Page 8)

Common Law applies in particular to children below the age of criminal responsibility (age 10). There are a number of other laws and guidance documents which are represented as a hierarchy below.

One of the most important is The Human Rights Act 1998, in particular Article 2 – The Right to Life (Absolute Right)



(React UK, School Positive Handling, 4th Edition, Page 8)

Government's View on the use of Force in Education
Education and Inspection Act 2006 (C.40 Part 7 Ch1 Pt93)

Powers of members of staff to use force.

A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following:

- A) Committing an offence,
- B) Causing personal injury to or damage to the property of, any person (including the pupil him/herself), or
- C) Prejudicing the maintenance of good order and discipline at the school or among pupils receiving education at the school, whether during a teaching session or otherwise.
- D)

Schools may not use force as a punishment – that is always unlawful.

Risk assessment

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy. It is avoided whenever possible and will not be used for staff convenience. Restrictive physical intervention will only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out with the child's best interests at heart. Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation. Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance. Supply staff will not be authorised to use restrictive physical interventions. Parents and volunteers in the school are not given authorisation. Staff from the local education authority may have their own policies about the care and control of pupils but, whilst on the premises, they will be expected to be aware of, and operate within, the policy of this school.

Staff Training

- The majority of staff are trained in 'React UK' so that their use of physical restraint /positive handling falls within safe and statutory guidelines. Training was completed 05/05/2022
- We also train staff in legal requirements and general advice on managing behaviour.
- Staff have a duty to inform the Senior Management team of any injuries which affect their ability to handle children.
- Training for all staff will be made available and will be the responsibility of the Senior Member of Staff responsible for Behaviour and Positive Handling.
- No member of staff will be expected to undertake the use of reasonable force without appropriate training.
- Hopton Primary School acknowledges that physical techniques are only a part of a whole setting approach to behaviour management.

The use of 'safe spaces' to calm children is included in our Behaviour Policy. The removal of children from the class base is only acceptable as a last resort and when all other strategies for managing the situation have been exhausted. Frequency and duration of time out of class should be recorded on class charts. At Hopton Primary School, time spent away from the class is usually in the Headteacher's office or the Well-Being Hub.

How staff might intervene

When a restrictive physical intervention is justified, staff will use 'reasonable force'. This is the degree of force 'warranted by the situation'. It will be proportionate to the circumstances of the incident and the consequences it is intended to prevent'. Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

During an incident the member of staff involved will tell the pupil that his or her behaviour may be leading to restraint. This will not be used as a threat or said in a way that could inflame the situation. Staff will not act out of anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupil at all times. 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.

The place of restrictive physical intervention within broader behavioural planning

If, through the school's special needs assessment procedures, it is determined that a restrictive physical intervention is likely to be appropriate to help a pupil make progress, a risk assessment will be carried out.

If appropriate, an individual positive handling plan will then be drawn up for that pupil (see Appendix A). This plan will aim to reduce the likelihood of the need for restrictive physical intervention as well as describing how such intervention will be carried out. This plan will be discussed with parents/carers. Before the risk assessment is implemented, any necessary training or guidance will be provided for the staff involved. The Headteacher or SENCo will be responsible for establishing staff needs and for organising necessary training.

Recording and Reporting Significant Incidents

This part of the guidance is statutory

- The Governing Body must ensure appropriate procedures are in place for recording and reporting significant incidents where a member of staff has used a restrictive physical intervention on a pupil.
- After the use of an unplanned restrictive physical intervention, the following steps will be taken. Details of the incident will be recorded by all adults involved immediately on the positive handling incident report form (see Appendix B).
- Recording will be completed within 12 hours whenever possible. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.

- Any injuries suffered by those involved will be recorded following normal school procedures.
- The Headteacher will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the Headteacher will follow the school's child protection procedures and also inform parents / carers.
- Parents/carers will be informed by the Headteacher/SENCO on the day of the incident or as soon as is practicable.
- Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions.

Arrangements for recording and informing parents in the case of a planned restrictive intervention will be followed as agreed beforehand but broadly will follow the same pattern as above.

The Senior Management Team will use the records kept to analyse patterns of behaviour and so decide whether responses are being effective. The Headteacher/SENCO will report this information to the SEN Governor at their termly meetings.

Complaints procedure

If a complaint is made the school's complaints procedure and guidance on dealing with allegations of abuse by staff will be followed.

Monitoring, Evaluation and Review

The effectiveness of this policy will on going and carried out by the SLT. This policy will be evaluated and reviewed in line with the Behaviour Policy and any new legislation and guidance provided by the DfE.

Agreed by Governors 10th May 2022

Appendix A

HOPTON PRIMARY SCHOOL
Positive Handling Plan

Name:		DOB:		Date:	
Triggers /Behaviours / Situations likely to result in Physical Intervention: <i>What is the behaviour like?</i> <i>When does it occur? Where does it occur?</i>					
Strategies to be used (where possible before physical intervention)					
Chill out time		Distraction		State alternatives /consequences choices/limits	Praise partial compliance
Give space		Reassure / success reminder		Other staff intervene	Repeat request

Talk calmly		Give a count		Planned ignoring		Remove stimulus	
Verbal advice		Negotiation		Contingent touch		Humour	
Other strategies:							
Preferred Handling Strategies to be used: - React UK							
Friendly Hold -arm around shoulder.				Escorting (single or two person) -hand on child's back as prompt.			
Walking – hand out in front as prompt to move forwards with hand on child's shoulder.				Holding (single or two person) -extra support across back of child as adults cross arms.			
Double wrist hold (two person) – child's arms being held back and high with elbows tucked back.				Cupped fist hold (two person) – cover the fist by cupping hands over without pressure, hold arms back and high with elbows tucked back.			
Straight arm immobilisation (two person) – hold arms at arm pit and wrist, stand slightly to back of child.				Seated hold (two person) – adults either side with child's arms being held back and high with elbows tucked back.			
Seated hold with leg hold (two person) - hold of arms and wrist and legs held by adults legs at ankle – only if child is kicking.				Escorting (single or two person) -hand on child's back as prompt.			
Other:		'Get outs' that can be used when holding:					
De-briefing process following incident: What care is to be provided: space, talk through etc							
Signatures							
Parent/Guardian_____				Headteacher _____			
Date:				Review date:			

Appendix B

All incidents involving the use of force to control or restrain a pupil should be logged using the template below and should be given to the Headteacher.



<http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCNqIrtPD-cgCFUJrFAod8FAMDg&url=http://dera.ioe.ac.uk/14114/&psig=AFQjCNGvNVpEMARtAbr9oCMHLs7ZE2f5aw&ust=1446821305287928>

USE OF FORCE INCIDENT REPORT FORM
Hopton Primary School

1. Name of Person Restrained:							
2. Your Name:							
3. Date and Time of Incident							
Date (inc Day)					Time		
4. Location of Incident (To be edited by the setting as these are just suggestions)							
<input type="checkbox"/> Classroom		<input type="checkbox"/> Playground		<input type="checkbox"/> Hall		<input type="checkbox"/> Corridor	
<input type="checkbox"/> Reception		<input type="checkbox"/> Stairwell		<input type="checkbox"/> Toilets		<input type="checkbox"/> Library	
<input type="checkbox"/> Other Location – Please specify							
5. Why was it necessary to restrain?							
<input type="checkbox"/> Harm to Self			<input type="checkbox"/> Harm to Others			<input type="checkbox"/> Damage to property	

Other – Please specify

6. Was any verbal reasoning / de-escalation used prior to the need to restrain?

Yes

No

Please expand: *(Or explain in your statement)*

7. Were any weapons involved?

Yes

No

If 'yes' please stipulate what type of weapon was involved:

Knife

Glass/Cup

Chair

Bottle

Pen

Other (please specify):

8. Which technique/s position of restraint did you use?

(Please refer to Annex A and circle the technique / position used)

9. Who else was involved in the restraint?

Name(s):

10. Please list any injuries to you

11. Please list any injuries to the person restrained

14. Adult statement – what occurred in your own words

Your statement must set out what happened; give details of your part in the use of force, any restraints you applied and how the incident was finally resolved. It must give details of any attempts made to de-escalate throughout the incident. Your statement should be completed independently of other staff involved in the incident.

The use of force must only be used when it is:

Reasonable in the circumstance, meaning:

- i. You believed that it was **absolutely necessary** &
- ii. **Proportionate** to the seriousness of the situation

When restraint was used, please tick your primary role:

Right arm

Left arm

Supervising

Please provide as much detail as possible below, including:

Before the incident (i.e. what lead to the incident, any de-escalation techniques used), during the incident (i.e. what types of force were employed, duration of the restraint and why it was necessary), and after the incident (i.e. where pupil was relocated to and any injuries sustained).

Type here

Signed:

Date:

Pupil Statement:

Type here

Name

Signed

Date

Parent informed (Please date)

Face to face

Telephone

Letter

Action Points for Risk Assessment