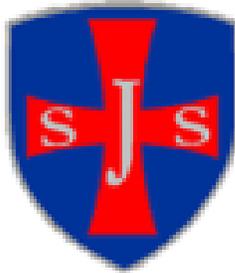


St Joseph's Catholic Primary School

Gipsy Lane, Bracknell, Berkshire, RG12 9AP

Tel: (01344) 425246 Fax (01344) 305463



POSITIVE HANDLING POLICY

Adopted by the Curriculum and Standards
Committee at its meeting on:

Signed:

Name:	Paul Sutton
Position:	Chair of Curriculum and Standards Committee
Date:	
Review Date:	Spring 2022
Responsibility:	Curriculum and Standards Committee

*'We are growing together on our journey of achievement with Jesus in
our hearts, heads and hands.'*

POSITIVE HANDLING POLICY

MISSION STATEMENT

We are growing together on our journey of achievement with Jesus in our hearts, heads and hands.

POLICY STATEMENT

St. Joseph's Catholic School believes that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, the school recognises that, in certain circumstances, managing violence through control and restraint may be necessary.

It is DfE policy, and Bracknell Forest Council policy, that the use of force should be avoided wherever possible. Nevertheless, there will be occasions where its use will be necessary, and Section 550A of the Education Act 1996 recognised that, in certain specific circumstances, necessary *reasonable* force can be used by teachers and others authorised by the headteacher to control or restrain pupils.

The aim of this policy is to ensure that actions such as positive handling and reasonable force are used in a correct and safe manner, which is in accordance with the relevant legislation and national guidance. This highlights the need to emphasise the following:

- Whole school behaviour policies will seek to prevent difficulties occurring, through the active promotion of positive social behaviour and the deployment of strategies designed to avoid and de-escalate situations, should potential conflict arise.
- Where risk of incidents occurring is deemed high or remote, staff need to be aware of the issues surrounding the safe use, as a last resort, of physical intervention, and be suitably trained and prepared. The LA will facilitate appropriate training so that schools can operate consistently across the Borough.
- Those involved in any incident where a restrictive, physical intervention occurs may experience considerable emotional stress. Care and emotional support for all participants at and after the time is important, whilst recording, debriefing, and reflection will each form an integral part of the implementation of the policy.
- Monitoring and evaluation of incidents and policy implementation will be supported by Bracknell Forest Educational Psychology Service and Behaviour Support Team.

POLICY CONTENT

1. Legal Framework	2
2. Roles & Responsibilities	3
3. What is Positive Handling/ Restrictive Physical Intervention?	3
4. What is Reasonable Force?	
5. Use of Positive Handling and Reasonable Force	
6. SEND	
7. Reporting Incidents	
8. Complaints	
9. Staff Training	

10. Monitoring & Review

Appendices

Appendix A: Risk Assessment and Planning

Appendix B: Essential Principles Underpinning Effective Physical Interventions

Appendix C: Inappropriate Force

Appendix D: When not to use Physical Interventions

1. Legal Framework

- 1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:
 - The Education Act 2011
 - The Children Act 1989
 - The Equality Act 2010
- 1.2 This policy has due regard to the following guidance:
 - DfE (2013) 'Use of reasonable force in schools'
 - DfE (2018) 'Working Together to Safeguard Children'
 - DfE (2018) 'Keeping children safe in education'
- 1.3 This policy operates in conjunction with the following school policies:
 - Allegations Against Staff Policy
 - Special Educational Needs and Disabilities (SEND) Policy
 - Behavioural Policy

2. Roles and Responsibilities

The governing board is responsible for:

- Monitoring the overall implementation of this policy.
- Evaluating the Positive Handling Log to analyse how and when positive handling is used and identify any trends.
- Reviewing this policy on an annual basis.
- Responding to any complaints, in liaison with the headteacher, from pupils or parents regarding the use of reasonable force.

The headteacher is responsible for:

- Ensuring all members of staff receive the appropriate training to use reasonable force.
- Ensuring all members of staff understand the correct conduct in terms of positive handling.
- Handling any allegations of abuse in line with the Allegations of Abuse Policy.
- Maintaining the Positive Handling Log and informing the governing board at the end of each term the number of incidents.
- Governing Board to evaluate Positive Handling Log
- Ensuring that any member of staff who uses reasonable force completes the Positive Handling Report Form.
- Responding to any complaints, in liaison with the governing board, from pupils or parents regarding the use of reasonable force.

The SENDCO is responsible for:

- Providing training to members of staff on how to handle pupils with SEND.
- Ensuring staff understand how pupils with SEND may react differently to reasonable force.

- Ensuring that staff understand the additional vulnerability of pupils with SEND or medical conditions.
- Developing individual behaviour plans for more vulnerable pupils and ensuring teaching staff are aware of these.
- Ensuring that staff understand how reasonable force principles may need to be adapted for pupils with medical conditions.

The DSL is responsible for:

- Providing staff with annual reasonable force training.
- Ensuring all members of staff use reasonable force in accordance with this policy.
- Reviewing this policy in liaison with the headteacher and governing board.

3. What is Positive Handling/Restrictive Physical Intervention?

3.1 For the purpose of this policy, 'positive handling' is the positive application of force with the intention of protecting pupils and limiting damage to property.

3.2 Legal framework and national guidance often refers to the 'use of force' – this policy uses the term 'positive handling' whenever possible.

3.3 Positive handling is used in the school to:

- Restrain a pupil who has lost emotional self-control until the situation is diffused.
- Limit the amount of harm that the pupil involved can do to their self or others.
- Demonstrate to pupils that they are within a safe environment in which adults can contain pupils' anger and other erratic emotions.
- Protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.

3.4 Positive handling will be limited to emergency situations and used only as a measure of last resort.

3.5 Where positive handling is required, the school will abide to the following guidance:

- Initial intervention will always be without force.
- Any physical intervention will follow other appropriate actions.
- Staff will take a calm and measured approach in all situations.

3.6 Failure to positively handle a pupil who subsequently gets injured, or injures another pupil, could lead to an accusation of negligence.

3.7 Positive handling will never be invasive, humiliating, flirtatious in nature or take a form which could be seen as punishment.

3.8 Positive handling will 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.

4. What is Reasonable Force?

4.1 There is no statutory definition of reasonable force; it will always depend on the circumstance of the case.

4.2 The use of reasonable force is only acceptable to control pupils or restrain them.

4.3 'Control' refers to either passive physical contact, such as blocking a pupil's path, or active physical contact such as leading a pupil by the arm.

4.4 'Restraint' refers to physically bringing a pupil under control, such as holding them back. This is typically used in more extreme circumstances, such as to separate two pupils fighting.

4.5 The degree of force that is used will depend on the pupil's circumstances, e.g. age.

4.6 Staff members will always use actions that are appropriate and in proportion to the circumstances of the incidents.

4.7 All incidents that involve the use of reasonable force will be reported to the headteacher, recorded in writing and communicated to the pupil's parents.

4.8 The school is able to use reasonable force in situations when:

- Disruptive children must be removed from the classroom and have previously refused to leave.
- Members of staff need to control disruptive pupils on school trips, or similar.
- Members of staff must prevent a pupil from leaving a classroom when doing so would lead to a risk to their safety.
- A pupil is attacking a member of staff or another pupil.
- A pupil is at serious risk of harming themselves and a member of staff must intervene to prevent this.

4.9 Use of positive handling and reasonable force

4.10 Physical intervention will never be used as a substitute for good behavioural management in accordance with the school's Behaviour Policy.

5. Use of Positive Handling and Reasonable Force

5.1 All members of staff will be permitted to use positive handling where they believe it to be appropriate, as long as all necessary precautions are taken.

5.2 The power to positively handle pupils also applies to any individual whom the headteacher has identified as temporarily in charge, such as volunteers.

5.3 The decision to physically intervene during a situation is down to the professional judgement of the member of staff and always depends on the circumstances.

5.4 Staff will always calmly communicate the reasons for their actions to the pupil and explain why it was necessary in a non-threatening manner.

5.5 Staff will never give the impression that they are acting out of anger or are punishing the child.

5.6 All staff members will develop strategies and techniques for dealing with difficult pupils and situations, which they will use to diffuse and calm a situation.

5.7 In non-urgent situations, staff will always try and deal with a situation through other strategies before using force.

5.8 Staff members will always avoid acting in a way that could cause injury; however, dependant on the circumstances, this may not always be possible.

5.9 Where a member of staff believes that they are at risk, such as where an injury is likely to occur, they will not intervene in an incident without help and assistance of another staff member. Emergency intervention is necessary when there is a high risk of pupils being injured or property being damaged. If emergency intervention is required, a member of staff will use other methods of defusing the situation, without physically intervening, until assistance arrives.

5.10 Following the event, the pupil involved may be subject to separate disciplinary procedures, in which strategies should be formed to help avoid reoccurrence of such incidents.

5.11 Where necessary, external agencies, such as the LA or the police if a crime has been committed, will be informed of the incident.

5.12 Positive handling techniques which present an **unacceptable** risk and are therefore in question include:

- The 'seated double embrace' where two staff members force a pupil into a sitting position and lean them forward whilst a third staff member monitors their breathing.
- The 'double basket-hold' in which a pupil's arms are held across their chest.
- The 'nose distraction technique' which involves a sharp upward jab under the pupil's nose.

6. SEND

6.1 The school will have due consideration to the risks posed by the additional vulnerability of pupils with SEND in terms of positive handling.

6.2 The SENCO will ensure that the stipulations of the Equality Act 2010 are adhered to in relation to reasonable adjustments, non-discrimination and the Public Sector Equality Duty.

6.3 The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy at all times.

6.4 To reduce the occurrence of challenging behaviour that can lead to the use of reasonable force, the SENCO will establish individual behaviour plans for pupils with SEND.

6.5 The SENCO will liaise with the DSL in terms of using positive handling on pupils with SEND, and establish how training may need to be amended.

7. Reporting incidents

7.1 A detailed written report will be kept of any incidents where force is used.

7.2 Immediately following an incident, the member(s) of staff involved will verbally report the incident to the headteacher and provide a comprehensive written record of the situation as soon as possible, using the Positive Handling Report Form.

7.3 The written report of the incident must be thorough, including as much detail as possible as to what had happened before, during and after the incident, and describing any injuries incurred due to the event.

7.4 The headteacher will make the decision as to whether it is appropriate to inform the pupil's parents of the details of an incident. If it is appropriate, the following will be adhered to:

- Parents will be informed in writing and a copy of this report will be given to the member(s) of staff involved in the incident.
- The report will inform parents of their right to complain about the use of positive handling and reasonable force.

7.5 If a member of staff witnesses or suspects the use of positive handling or reasonable force, where another member of staff is actively involved in physical intervention, they will report this to the headteacher immediately.

7.6 Any allegations against staff will be dealt with as a matter of urgency, and in accordance with the procedures outlined in the school's Allegations Against Staff Policy.

7.7 The headteacher will be responsible for conducting a thorough investigation to find out the correct details of what occurred; this may include talking to other pupils about the incident, for instance those who witnessed the event.

8. Complaints

8.1 All members of staff will be made fully aware of the consequences and legal repercussions that can occur following the incorrect use of positive handling and force.

8.2 All complaints regarding the use of positive handling or force will be investigated in a thorough and speedy manner.

8.3 The person making the complaint is responsible to prove that their allegations are true, and therefore, it is not for the member of staff to prove that their actions were made reasonably.

8.4 In extreme circumstances, parents may take civil action or pursue a criminal prosecution.

8.5 In the case where a member of staff has acted within the law, this will provide a defence to any civil or criminal prosecution.

8.6 Members of staff accused of using excessive force will not be automatically suspended as a response to the allegations. The following procedure will be adhered to:

- Careful consideration will be given to whether the case warrants a person being suspended until the allegation is resolved.
- The governing board will always take into account whether a staff member has acted within the law when considering whether or not to take disciplinary action against a staff member involved in an incident.
- Where a member of staff is suspended, the school will ensure that the staff member has access to a named contact that can provide support and guidance.
- The school will provide pastoral care to any member of staff who is subject to a formal allegation.

9. Staff training

9.1 The DSL will conduct termly safeguarding training for all members of staff, which focusses on the most effective positive handling strategies and use of reasonable force techniques.

9.2 All staff will be regularly reminded of the positive handling techniques employed by the school, and will communicate these to the pupils they are in contact with.

9.3 Only techniques and strategies that have been previously discussed with the headteacher and DSL, and have been safely demonstrated, will be used.

9.4 Staff will be made aware of subsequent risks of their actions and fully understand when it is appropriate and necessary to use such actions.

10. Recording and Monitoring

Staff should record all incidents of restrictive physical intervention in accordance with School Policy and report these to the head teacher and recorded in the Physical Intervention Record Book – Bound and Numbered Book.

Details should include:

- Name of pupil(s)
- Staff member(s) involved
- Factors necessitating restrictive physical intervention
- The strategies which were employed prior to using physical intervention
- How the physical intervention was implemented and undertaken
- Outcome of restrictive physical intervention
- Any other action taken in the management of the incident

Parents/carers should be contacted as soon as possible and the incident explained to them. This action should also be recorded. De-briefing protocols, involving the pupil(s) as well as staff involved, should be followed and recorded.

11. Monitoring and review

11.1 This policy will be reviewed on an annual basis by the headteacher, DSL and governing board, who will consider any necessary changes and communicate the findings of the review to all members of staff.

11.2 The headteacher will review records of the use of positive handling and reasonable force on a termly basis, to analyse the frequency of occurrence and determine what further measures could be taken to prevent these situations from reoccurring.

- removing "audience" from the immediate location
- If possible summon another adult – another member of staff may be able to reduce the risk of bodily harm to both the adult and pupil, and also serves as a witness to the incident if allegations of assault are subsequently made by the pupil, or their parents/carers.
- Restrictive physical intervention can take several forms and might involve:
 - Physically interposing between pupils
 - Blocking a pupil's path
 - Holding
 - Pushing
 - Pulling
 - Leading a pupil by the hand or arm
 - Shepherding a pupil away by placing a hand in the centre of the back
 - (in extreme circumstances) using more restrictive holds in which the member of staff has received appropriate training.
 - Continue to communicate with the pupil throughout the incident.
- Make it clear that the restrictive physical intervention will be removed as soon as it ceases to be necessary.
- Appropriate follow-up action should be taken, which may include:
 - Providing medical support
 - Providing respite for those involved

Appendix C: Inappropriate Force

The following is a list of physical interventions and actions which would not constitute a reasonable use of force:

- Holding a pupil around his neck, or by the collar, or in any way that might restrict the pupil's ability to breathe;
- Slapping, punching or kicking a pupil;
- Twisting or forcing limbs against a joint;
- Tripping up a pupil;
- Holding or pulling a pupil by the hair or ear;
- Holding a pupil face down on the ground.

Staff should always be aware of touching or holding a pupil in a way that might be considered indecent. Teachers and other staff working in schools can be vulnerable to malicious accusations that they used undue force, and/or behaved with sexual impropriety. These dangers can be minimised if staff work within these guidelines.

Appendix D: When not to use Physical Interventions

There are situations where teachers and authorised staff should not intervene without seeking help. It is likely to be safer to seek assistance when dealing with:

- an older pupil
- a physically large pupil
- more than one pupil
- when the teacher or authorised person believes that she or he may be at risk of injury

In those circumstances where the member of staff has decided that it is not appropriate to restrictively physically intervene with the pupil without help, there remain a number of strategies that should help calm or defuse the situation. They should for example:

- remove other pupils who might be at risk;
- summon assistance from colleagues;
- where necessary telephone the police;
- inform the pupil(s) that help will be arriving.

Until assistance arrives, the member of staff should continue to attempt to defuse the situation orally and try to prevent the incident from escalating.