



## **Policy – Positive Handling**

**Date – May 2016**

**Review Date – May 2018**

**Based on –** Use of reasonable force: Advice for head teachers, staff and governing bodies Department for Education 2012

**Signed by the Headteacher**

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**Name** \_\_\_\_\_

**Signed on behalf of Governors**

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**Name** \_\_\_\_\_

**Positive Handling Policy – May 2016**

## **Aims of our school**

1. Enable all pupils to reach their highest level of achievement and attainment in all areas of the curriculum.
2. As a church school, promote high standards of spiritual and personal development, recognising that this includes activities undertaken outside the school day.
3. Develop and implement consistent whole school policies which help children towards self-discipline and respect for themselves and others.
4. Maintain a well ordered and stimulating working environment by the use of effective classroom organisation, attractive displays and the ongoing development of the school grounds.
5. Encourage all pupils to become involved in the development of the school and grounds, to appreciate our surroundings and to develop a sense of responsibility for its upkeep.
6. Ensure that the statutory requirements of the National Curriculum are met and that the provision is both appropriate and relevant for each child.
7. To have assessment and planning procedures that ensure the continuity and progression of learning required for each child to reach his or her full potential.
8. Emphasise the vital and continuing role of parents in their child's education and involve them in that process through regular consultation and communication.
9. Ensure that all individuals working in the school receive the resources and training necessary to enable them to carry out their roles effectively and encourage continuing professional development.
10. To work with St Mary's church, the other local churches and the local community through regular visits and participation in local events.

## **Our Vision**

Our school is strongly committed to providing a happy, secure and attractive environment in which all members of our school community - children, teachers, parents, ancillary staff and governors - work together in an atmosphere of friendship, tolerance and understanding. We strive to ensure that the children in our care are able to make the most of their educational opportunities and experiences, with the ultimate aim of preparing them for a confident and responsible adult role within our ever changing society.

Meeting the spiritual, emotional, intellectual and physical needs of our children, whatever their ability, is our priority. The provision of an accessible and appropriate curriculum is based on legal requirements and the needs identified within the school. To enable teachers and other staff to meet these demands, they will be supported professionally through access to relevant training. There will be careful and sensitive management of human, physical and financial resources to enable the school to make the most of educational and professional opportunities.

Central to the values expressed in our school is respect. Through respect, each one of us can recognise our own worth, the value in being part of the school community and also appreciate the rich diversity of the wider community. We promote a sense of respect for each other, responsibility towards property and an active concern for the needs of our local area, our country and the wider world. Recognising and valuing the different strengths, weaknesses and experiences each member of our community brings helps us support each other.

Our school places great value on its Christian values and works closely with St. Mary's Church, other Burley in Wharfedale churches and the local community. We place particular importance on involving parents through recognising and valuing their continuing role in the education of their children. By listening to their concerns, we hope to promote an atmosphere of mutual respect and a shared role in helping each child to reach their full potential. We develop appropriate codes of behaviour that support the values and aims of our school, ensuring that we can work together to provide the best possible education for all our children.

## **Positive Handling Policy**

### **Rationale**

There are occasions when restrictive physical intervention (RPI) is an appropriate response to the risks presented in a particular situation. However, the scale and nature of any physical intervention will be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

DfE Guidance states that no schools should have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

This policy takes account of:

- Use of reasonable force: Advice for head teachers, staff and governing bodies Department for Education 2012
- The Education Act 1996  
<http://www.legislation.gov.uk/ukpga/1996/56/contents>
- Education and Inspections Act 2006  
<http://www.legislation.gov.uk/ukpga/2006/40/contents>
- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)

### **Underpinning Principles**

- The use of force should, wherever possible, be avoided.
- There are occasions when the use of force is appropriate.
- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.

### **Legal Context**

All members of a school staff have a duty of care to ensure the safety of the pupils in their care.

Any citizen has the common law power to intervene in an emergency to use reasonable force in self defence, to prevent another person from being injured or committing a criminal offence.

Section 93 of the Education and Inspections Act 2006 gives all school staff (or other people authorised by the Head Teacher) the power to use such force as is reasonable to prevent a pupil from doing or continuing to do any of the following:

- Committing an offence.
- Causing injury, or damage, to a person or the property of any person (including the person themselves).
- Prejudicing the maintenance of good order and discipline in the school or among pupils receiving education in the school, whether during lessons or elsewhere.

### **Terminology**

Positive Handling refers to a situation where a member of staff uses force intentionally to restrict a child's movements against his or her will.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff refers to anyone employed by Burley and Woodhead who has control or charge of children. No one, other than a trained member of staff, should be involved in restraining a child unless the child is in immediate danger.

### **School requirements:**

Burley and Woodhead's Positive Handling policy is part of a wider behaviour policy which outlines a pro-active approach to promoting positive behaviour.

If Positive Handling is used as a part of a planned response for a pupil, the plan will be informed by a risk assessment which is carried out using the recommended format.

The plan to use Positive Handling will be recorded in a Positive Handling Plan.

Schools will record any incidents of Positive Handling using the recommended format (see **Appendix 1**).

We will notify parents of any incident involving physical intervention and have procedures in place for supporting pupils and staff who are involved in an incident requiring RPI.

We hold staff training sessions to remind all school staff of:

- their responsibilities with regard to positive handling
- de-escalation techniques
- risk assessments for planned and emergency positive handling

### **Support available to School**

Burley and Woodhead CE Primary works with Educational Psychologists, Behaviour Support Teachers and Education Social Workers to support individual children who may need positive handling as a last resort. We access advice and support about

- Understanding Behaviour
- Managing Challenging Behaviour
- Conflict Resolution
- De-escalation Techniques
- School's responsibilities with regard to Positive Handling

### **Support available to staff (post incident support)**

Any incident involving restraint is likely to be highly emotional and distressing for all pupils and staff involved, whether they are involved directly or as observers. Support is always made available to the staff and pupils involved. This is offered in a timely manner when individuals are sufficiently calm to be able to talk about the incident.

It is important to help pupils understand why positive handling was used, allow them to explain how they felt about it, the triggers for their behaviour and explore how they could make different choices about how they behave in the future to reduce the need for this type of intervention. This information can then contribute to the Individual Education Plan around the pupil's behaviour.

Staff have an opportunity to talk about the incident, how they feel about it, how it might impact on their future relationship with the pupil and how this can be addressed. This also includes a discussion about how the incident could have been managed differently.

### **What is reasonable force**

The DfE guidance provides the following clarification:

- 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.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, we only use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- School staff should always try to avoid acting in a way that might cause injury. It is acknowledged that in extreme cases it may not always be possible to avoid injury as an accidental consequence of the intervention.

### **Who can use Restrictive Physical Intervention**

- All staff can use restrictive physical intervention to maintain safety in an emergency consistent with the principles of common law.
- The 2006 Education and Inspections Act gave all teachers and other school staff, who have control or charge of pupils, the statutory power to use reasonable force.
- The Head Teacher can authorise other people to use force e.g. other adults who might be helping with a school trip.

### **Positive Handling Plan**

When the Individual Education Plan and risk assessment indicated the likely need for school staff to hold or restrain a child to prevent an injury, the school should record this in a Positive Handling Plan.

The information in the risk assessments will help to inform this plan which will outline:

- Who has been consulted about the plan.
- The type of physical intervention to be used.
- Which adults are authorised to use this intervention.
- Parental consent for the plan.
- Head teacher authorisation for the plan.

The recommended format for a Positive Handling Plan is included in **Appendix 2**.

### **Unplanned Restrictive Physical Intervention**

In an unexpected, emergency situation, the member of staff must make an immediate mental assessment of risk and act accordingly to maintain the safety of all involved.

The procedures outlined above for recording the incident, informing parents, support for those involved and future risk assessment should all be followed.

School staff will not be expected to act in a way which puts themselves at risk of injury.

### **Monitoring the use of Positive Handling**

The use of Positive Handling within Burley and Woodhead CE is monitored by the Senior Leadership Team and incidents are reported to the Governing Body.

### **Concerns and complaints**

If a parent makes a complaint about the use of force by a member of the school staff, it is taken seriously and addressed by the head teacher. An investigation will look at if this policy has been followed when a child has been restrained.

Appendix 1 Record of Incidents of Positive Handling

Appendix 2 Positive Handling Plan risk assessment