



A place to shine ...

Let light shine out of darkness and God's light shine in our hearts

2 Corinthians ch4, v6

Positive Handling policy

Consultation that has taken place	October 2020
Date formally approved by governors	October 2020
Date policy became effective	October 2020
Review date	October 2021
Person responsible for implementation and monitoring	Mrs Dawn Day Mrs Faye Kerr
Other relevant policies	Behaviour Policy Child Protection Policy Safeguarding Policy

***'Blessed are the peacemakers, for they shall be called sons of God.'* (Matthew 5 verse 9)**

This policy has been drawn up in response to the New Guidance on the Use of Force to Control or Restrain Pupils by the DCSF – please make reference to Section 93 of the Education and Inspections Act 2006.

1. The law on the Use of Force

1.1 The law states that a member of school staff may use such force as is reasonable in circumstances to prevent a pupil from doing, or continuing to; cause personal injury to, or damage to the property of, any persons including himself [sic] or others; committing any offence (or doing something that would be a criminal act if the child was of the age of criminal responsibility) or prejudicing the maintenance of good order and discipline at the school during a teaching session or otherwise.

1.2 All adults in school are advised that they are not required by the school to restrain children under any circumstances.

1.3 There remains a common law and child protection 'duty of care' upon all adults in school to protect the wellbeing of all children within school, and to intervene, as they personally feel appropriate in any given set of circumstances. The power of restraint operates in addition to this common law duty of care and in addition also to the common law power of any citizen to use reasonable force in self-defence.

1.4 Schools also have the power to be able to use force under the Violent Crime Reduction Act to search pupils without consent (designated safeguarding persons only).

2. Central Walker Church of England Primary School's position regarding the use of restraint

2.1 Staff at Central Walker Church of England Primary School accept that physical restraint is only used as a last resort when the action is in self-defence; where there is a developing risk of injury; significant damage to property; or where a pupil is behaving in a way that is compromising good order and discipline. Other strategies and techniques will be used before the application of restraint. Please refer to Central Walker Church of England Primary School's Behaviour Policy for further information on our behaviour expectations and the means by which we seek to reduce the likelihood of situations occurring where the use of RESTRAINT may be necessary.

2.2 All school staff are authorised to use reasonable force to control or restrain pupils. These are:

- Teachers
- Teaching Assistants
- Pastoral Support Staff
- Caretaker
- Office Staff

2.3 Examples of situations where reasonable force might be appropriate are as follows:

- When a pupil attacks a member of staff
- When pupils are fighting
- When a pupil is deliberately damaging property
- When a pupil is causing or at risk of causing damage or injury by accident, by rough play or by misuse of dangerous materials or objects
- When a pupil is behaving in a way that is seriously disrupting a lesson
- When a pupil persistently refuses to leave an area

2.4 The power to restrain pupils applies on the school premises or elsewhere when under school control.

2.5 Any physical intervention used will always be the minimum needed to achieve the desired result.

2.6 If a member of staff becomes aware of a situation that is developing, the following steps should be taken in line with the school's Behaviour Policy:

- Tell the pupil to stop, and inform them of the consequences should they continue
- Warn the child that physical restraint will be used if they do not do as they are asked
- Keep calm and do not give the impression you have lost your temper
- Send for assistance
- Send other children away if possible
- Tell the pupil that you are restraining him/her to avoid the pupil harming themselves, others or property. (Where potential witnesses are present it is helpful if they hear you give this explanation)
- Physical intervention should be an act of care and control
- Use only the minimum of force necessary
- Attempt to communicate with the child throughout the incident
- Be sensitive of your own strength and body weight and to issues of gender
- Inform the Head Teachers /AHTs or member of the SLT if they have not been involved.
- Record the incident fully on CPOMS and on the incident sheet at the school office

2.7 Appropriate force includes:

- Physically interposing between pupils
- Blocking the pupils path
- Holding
- Leading a pupil by the hand or arm
- Shepherding a pupil away

2.8 Central Walker Church of England Primary School will ensure that staff are aware of any individual behaviour plans or specific needs of pupils, especially for any pupils with disabilities, which may impact on the range, type and appropriateness of any physical intervention.

2.9 Detailed written reports will document any occasion where force is used. The detail will include:

- Date/Time/Place
- Pupil involved
- Reason force is used
- Details of the incident
- Pupil's response
- Outcome of the incident
- Any injuries sustained
- Identities of witnesses

2.10 Such written information will be kept securely and the use of restraint will be evaluated. The Head Teachers will exercise judgment on whether the restraint used was reasonable, having made initial enquiries, although other procedures will apply if queries or complaints arise.

2.11 The Head Teachers will advise the parent/guardian of any incident involving their child either immediately or at the end of the day according to the seriousness of the incident.

2.12 Where a member of staff is assaulted or suffers injury as a consequence of using reasonable force to restrain they are advised to contact their professional organisation or trade union.

3. Touching in Other Circumstances

3.1 Central Walker Church of England Primary School recognises that touch can often be an effective communication tool. For Example:

- When demonstrating a PE skill
- Providing first aid
- Comforting a child in distress
- When supporting a child with SEN
- When giving praise or congratulations

3.2 In such situations, staff will apply sound professional judgment – touch will be appropriate and will avoid situations or contact that could be misinterpreted.



Child at Risk: Action to Take:
(Channels of communication should be quick and clear)

Any member of staff who is unhappy with the joint decision made with the Designated Person can consult with the Head Teachers/Chair of governors or seek advice from key staff within the Academy Trust

Suspicion or disclosure that a pupil is at risk of harm.

Is emergency medical treatment needed?

No

Yes

If there is an urgent safety issue, find the Head Teachers/CPO or deputy CPO immediately.

Arrange medical help and inform medical staff it is a child protection issue.

If a pupil discloses to you, listen and reassure. Let them know you need to pass on the information. Tell them what will happen next.

If you have a suspicion but the pupil has not disclosed.

Notify the Head Teachers/CPO or deputy CPO immediately.

If you have a suspicion but the pupil has not disclosed.

Complete the record of concern (handwritten) and hand to Designated person: – Head Teachers/Assistant Head Teachers/Pastoral Manager/Phase Leaders – LM/RG

If a pupil discloses to you, listen and reassure. Let them know you need to pass on the information. Tell them what will happen next.

Complete the record of concern (handwritten) and hand to Designated person: – Head Teachers/Assistant Head Teachers/Pastoral Manager/Phase Leaders – LM/RG

Maintain confidentiality. Do not contact parents. The designated person will advise how parents will be contacted and who else needs to know.

Are you ok? Ask for support if you need to.

Designated Person/ CPO – Dawn Day, Faye Kerr
Designated Persons (Deputy) - Julie Bradley, Jennie Gleadow, Carolyn Reay
Pastoral Manager – Alison Stead Phase Leaders – Laura Miller/Rachael Gibson

Note: If the designated person is unavailable, hand the record of concern to the deputy designated person. Do not wait for 'evidence'. You do not need proof of your concern. Do not try to investigate

Date	Actions	Person full name

Designated officer Sig: _____ Date: ___



Designated Person Checklist

Please provide a copy to the designated officer

Possible Action	By Whom	Outcome
Discuss with child		
Contact parents		
Check records in school		
Discuss with relevant professionals		
Check with schools who have siblings		
Seek advice from LA		
Monitor and review		
Consider a CAF		
Consult with Social Care		
If a child is at immediate risk contact police: Emergency: 999 Non-emergency : 101		
Other (please specify)		

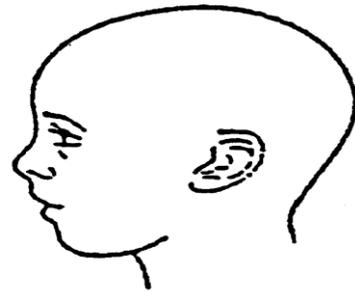
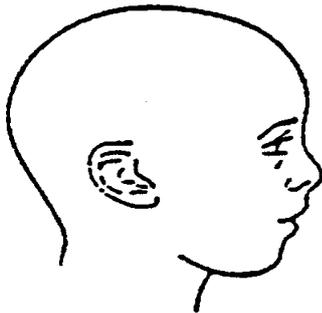
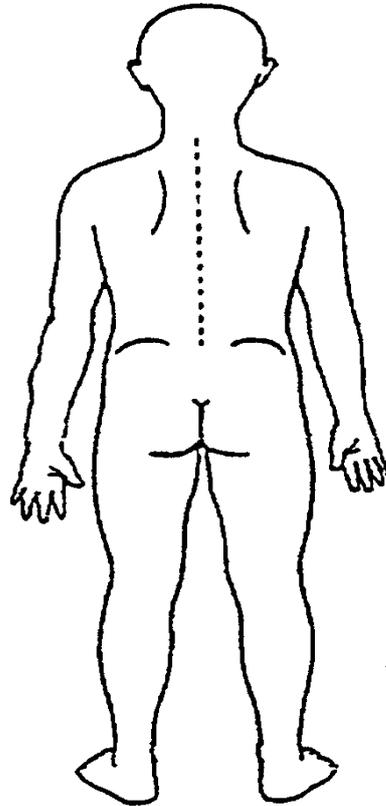
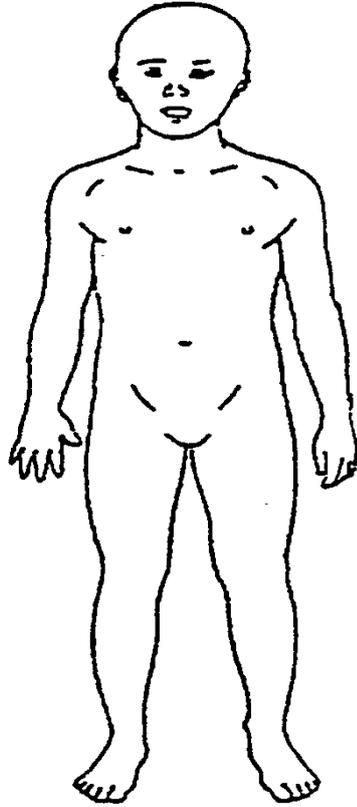
Ongoing Monitoring Form

Name of Child:	DOB:	Class/Year:

Day and Date	Observation/Incident	Staff Initials	Action Taken



Name	DOB	Date



Notes:

Professional's Name	Professional's Designation	Contact Number

Recording signs of physical injuries

Physical abuse: involves physical harm such as hitting, shaking, burning, poisoning or causing suffocation. Includes fabricated or induced illness by carers (FI) (factitious illness by proxy - formerly referred to as Münchhausen's syndrome by proxy).

Burns and scalds:

- Deliberate contact burns tend to be: multiple; have a clearly demarcated edge and involve unusual areas of the body such as the back, shoulders or buttocks, backs of hands, soles of feet; may show the shape of an implement - eg, cigarette, iron.
- Accidental burns tend to be: on palm of the hand; often a single burn or at most two burn areas; not well demarcated (as the skin may have had only glancing contact with the hot object); hair straighteners may leave a burn on each side of the hand or ankle.
- Deliberate scalds tend to have clear demarcation and a symmetrical pattern. (This contrasts with accidental scalds where the child will quickly try to withdraw and the burn pattern will probably be irregular.)
- Suspicious patterns are a glove or sock pattern, or a 'doughnut' pattern (where a child's buttocks are pressed against the hot water container, so the central area is spared).

Bruising:

- Bruising in the shape of an object - fingertips, hand, ligature, stick, teeth mark or implement such as belt buckle. Note that beating from rod-shaped instruments such as a stick can leave 'tramline bruising' (parallel lines of bruising due to blood being pushed sideways, away from the impact of the rod).
- Petechiae (tiny red or purple spots) not caused by a medical condition - may be due to shaking or suffocation, however there are some medical conditions that produce bruise type marks.
- Bruises at sites where accidental bruising is unusual: face, eyes, ears (bruising around the pinna may be subtle), the 'safe triangle' of the neck (the neck and top of the shoulder), inner arms, anterior chest, abdomen, groin
- Multiple or symmetrical bruises
- **NB:** accidental bruises tend to be on bony prominences. Accidental bruises in children are most commonly found on knees, shins, elbows, palms, chin, nose, forehead, occiput or parietal bone.
- The age of a bruise cannot be exactly determined from its colour, but bruises show a progression of colour change over time (red/purple/blue initially, followed by green/yellow/brown).
- Record signs on the attached body map
- Staff are not to examine children but must report any injuries or reports of injuries
- Record any marks acquire through physical contact
- Pass to DP to record on safeguarding tracker