



LAUNDE PRIMARY SCHOOL

Positive Handling Policy

Written: January 2025

Review: January 2027

Signed:
(Chair of Governors)
Date

Introduction

This policy should be read in conjunction with the school's Behaviour and Safeguarding & Child Protection Policies. It details how we will implement guidance provided by DfE, Team Teach and other relevant advice.

The term 'positive handling' includes a wide range of supportive strategies for managing challenging behaviour. A clear and consistent positive handling policy supports all pupils, including those with social, emotional and behavioural difficulties, within an ethos of mutual respect, care and safety.

Staff have a duty to intervene in order to prevent pupils from hurting themselves or others, damaging property, or in order to maintain good order and discipline.

The school takes seriously its duty of care to pupils, employees and visitors to the school. The paramount consideration is the welfare of the children in our care. We must also consider the welfare and protection of the adults who look after them.

Staff at our school are trained to look after pupils in their care and aim to focus on de-escalation techniques wherever possible. If a member of staff ever needs to intervene physically, they will follow this guidance.

Section 93 of the Education and Inspections Act 2006 (the Act) enables school staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force.

DfE guidance on the use of reasonable force in schools also states that in addition to the general power to use reasonable force, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for "prohibited items". Force cannot be used to search for items banned under the school rules.

DfE guidance and the Act makes it clear that all members of school staff have a legal power to use reasonable force, and that the power can also apply to people whom the headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit.

In our school, wherever possible, only staff trained positive handling strategy techniques of Team-Teach will use physical intervention techniques with children, and only when necessary. Any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, damaging property or to maintain good order and discipline, we would expect accredited staff to take over as soon as possible.

Team Teach

Team Teach is accredited through ICM (Institute of Conflict Management). Staff undergo a training course led by two qualified trainers with a refresher course undertaken every three years.

Before using physical interventions

We take effective action to reduce risk by:

- Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.
- Giving clear directions for pupils to stop.
- Speaking calmly as a way of reassurance e.g. "I am doing this to keep you safe."
- Reminding the pupil about rules and likely outcomes.
- Removing an audience or taking vulnerable pupils to a safe place.

- Making the environment safer by moving furniture and removing objects which could be used as weapons.
- Using positive guidance to escort pupils to somewhere less pressured.
- Ensuring that colleagues know what is happening and call for help.

Use of Restraint

The term 'physical restraint' is used when force is used to overcome active resistance.

At this school we only use physical restraint when there is no realistic alternative and for the shortest amount of time possible. We expect staff to conduct either a dynamic risk assessment or use the written risk assessment. We expect staff to think creatively about alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk. Any response to challenging behaviour should be reasonable, proportionate and necessary.

Physical restraint must only be in accordance with the following:

- The member of staff should have good grounds for believing the child is in immediate danger of harming themselves or another person, in danger of seriously damaging property or not maintaining good order or discipline.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure a minimum of two Team-Teach trained members of staff present before applying the restraint. Other staff can act as assistants or witnesses.
- Once safe, the restraint should be relaxed to allow the child to regain self-control.
- Restraint should be an act of care and control, NOT punishment.
- Physical restraint should not be used purely to force compliance with staff instructions when there is no immediate danger to people and property.
- After the event, the restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity

The definition of reasonable, proportionate and safe practice can change and evolve and that this will be kept under review.

Responding to unforeseen emergencies (Dynamic Risk Assessment)

Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think in that moment for the best interests of the child and others around them. An unforeseen event may require a dynamic risk assessment. After that event, staff have a duty to plan ahead and prepare a risk assessment in the form of a Positive Handling Plan (PHP). In these one-off occurrences, staff will need to complete a positive handling reflection, see appendix C. From here a positive handling plan will be created, see appendix A.

Positive Handling Plan (including risk assessment process)

Risk assessments are required for pupils who exhibit challenging behaviour. Responsible staff should think ahead to anticipate what might go wrong. Parents will be involved with the writing of the risk assessment.

When considering a pupil's behaviour, staff and parents will think about the following questions:

- Can we anticipate a safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct the risk assessment?
- Have we provided a written plan?
- What further steps can we take to prevent dangerous behaviour from developing?

Staff may also need to make an individual risk assessment where it is known that force is more likely to be necessary to restrain a particular pupil, such as a pupil who is considered to be at greatest risk of needing positive handling interventions due to their special educational need (SEN) or disability. Plans will be properly documented in the school records and on their EHCP, if appropriate.

An individual risk assessment is essential for pupils whose SEND are associated with:

- Communication impairments that make them less responsive to verbal communication
- Physical disabilities and/or sensory impairments
- Conditions that make them fragile, such as haemophilia, brittle bone syndrome or epilepsy
- Dependence on equipment such as wheelchairs, breathing or feeding tubes.

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk, should have a PHP. The plan details strategies which have been found effective for that individual, along with any particular responses which are to be avoided. Any particular physical techniques which have been found to be effective should be named, along with any alerts to any which have proved to be ineffective or which have caused problems in the past. PHP's should be considered along with the child's EHCP or any other planning document relevant to the pupil such as an IHCP or Pupil Passport. The PHP should take account of the age, sex, level of physical, emotional and intellectual development, special needs and social context. Parents will be involved in the writing of each PHP and PHP review. A copy of the school positive handling plan can be seen in appendix A.

Post Incident Debrief

After any incident a full debrief should take place so that learning can inform practice. Following an incident, it is the policy of the school to offer support to all involved. This is an opportunity for learning, and time needs to be given for following up incidents so that pupils and staff have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate another person's perspective. It is difficult to devise a framework of support that meets the needs of all. As individuals we all vary in how much support we need after an unpleasant incident. Generally, a member of senior staff would expect to talk to staff and children involved in any incidents involving any restraint. If the staff or pupils need time to rest or compose themselves, then the Headteacher, Deputy or Assistant Headteacher will make arrangements for this to happen.

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the PHP, the school Behaviour Policy or this policy. Any further action in relation to a member of staff or pupil will follow the appropriate procedures.

Recording

Good practice requires that all other incidents involving restraint will be recorded. Within these recording strategies, all details must be recorded within 24 hours of the incident and signed by at least the staff member involved. Parents will receive a face-to-face meeting and a copy of the brief incident report which must be signed, of which the original copy will be kept and a copy to the

parents if requested. All staff involved in an incident should contribute to the record which should be completed before the colleague leaves site that day or, in the event that is not physically possible, at the latest within 24 hours of the event occurring. All incidents for children on a pre-agreed positive handling plan, will be completed on positive handling log for the child (see appendix B). Any incident recorded as either a one-off or as part of an ongoing log will be shared with the headteacher. These will be recorded and saved on CPOMS.

Monitoring and Evaluation

The Headteacher will ensure that each incident is reviewed and instigate further actions as required.

Paragraph F2 of the Human rights framework for restraint states 'To know whether discrimination is occurring, public bodies should collect and analyse data on their use of restraint, to identify if restraint is being used disproportionately against people with particular protected characteristics under the Equality Act 2010, or who share other identifiable group characteristics, for example, women, ethnic minorities, or people with particular impairments such as learning disabilities.' The Headteacher will regularly review the use of restraint to avoid unintended discrimination.

Documentation

All positive handling incident recordings, positive handling plans and positive handling logs can be found within the DSL area on TEAMS.

Complaints and Allegations

Any complaints will follow the school's Complaint Procedure.

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper and necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid

This list is not exhaustive but provides some examples of situations where physical contact is proper and necessary.

Appendices:

Appendix A – Positive handling plan



Launde Primary School

Launde Positive Handling Intervention Plan

Student information	
Name:	D.O.B:
Class:	Date of plan completion:
Intervention Plan	
Which signs and triggers may lead to behaviours that require a physical intervention?	
In what setting is the behaviour likely to occur? (e.g. <u>Social</u> time or specific lessons)	
When would the use of physical intervention be inappropriate?	
If a physical intervention is necessary, what methods have found to be either unsuccessful or too risky to the child and staff?	
What are the preferred techniques likely to be most successful and least damaging?	
What are the views of those with parental responsibility?	
What are the views of the young person?	

Agreement signature	Date
Parent/guardian	
Headteacher/DSL/SENCO (Delete as appropriate)	
Class teacher	
Review date:	



Launde Primary School

Launde Positive Handling Running Log – For children with a pre-agreed plan

Student name:

D.O.B:

Student class:

Date	Time	Location	Positive handling intervention used	Staff involved	Headteacher/DSL informed	Parent/guardian informed	Name of staff completing incident



Launde Primary School

Launde Positive Handling Record Sheet – One off incidents

Student	
Date	
Time	
Location	

Reason for positive handling
Diffusion and diversion used – before any positive handling
Type of intervention – What positive handling was used?
Staff involved
Student comments
Parent/guardian comments

Checked by signatures	Date
Staff involved	
Headteacher/DSL/SENCO (Delete as appropriate)	
Parent/guardian	