Glenfrome
Primary School

Positive Handling Policy

Date adopted: 11 May 2017

History of most recent policy reviews

Review Date	Page	Next review date	Who is responsible?
May 2015		May 2017	FPS
May 2017		May 2019	FPS
July 2021		July 2024	SPF
July 2024		July 2027	SPF

Glenfrome Primary School Positive Handling Policy

This policy is underpinned by the United Nations Convention of the Rights of the Child (UNCRC). The UNCRC states that every child has the right to an education, there are a group of articles that refer to the education of children, specifically Article 28 and Article 29.

Introduction

At Glenfrome Primary School the safety and welfare of our pupils is of the utmost importance. The use of positive handling to hold or physically direct a child is regarded as a last resort when there is no realistic alternative. If a member of staff ever needs to intervene physically they will follow the school's positive handling policy. This policy should be read in conjunction with the SEND policy, the behaviour policy, the Health and safety policy, the complaints policy and the Child protection policy.

Aim

The vast majority of children at Glenfrome Primary School will never require any form of positive handling. This policy aims to give all members of the school community clear guidance so that any physical intervention that they undertake with a pupil is carried out in a way that supports the schools values. In particular, it aims to describe the circumstances in which physical intervention is an appropriate response and how the staff will fulfil their responsibilities under these circumstances.

This policy has been drawn up to take account of current guidance issued by the DFE Document 'Use of Reasonable Force: advice for Headteachers, staff and governing bodies' dated July 2013 and reviewed March 2014.

Circumstances in which Positive Handling may be used

Staff have a duty to intervene in order to prevent pupils from:

- Injuring themselves or others
- Seriously disrupting learning in the school
- Causing damage to property
- Unsafe behaviour

Who can use Positive Handling?

It is the policy of Glenfrome Primary that key members of staff are trained in the positive handling strategies of Team Teach, to complement the approaches and strategies reflected in the school's behaviour policy. However the DFE document states that 'all members of school staff have a legal power to use reasonable force'. (Section 93, Education and Inspections Act 2006).

Use of Positive Handling

No legal definition of 'reasonable force' exists however for the purpose of this policy and the implementation in Glenfrome Primary School:

- Positive Handling uses the minimum degree of physical control necessary for the shortest period of time
- The scale and nature of the hold must be proportionate to both the behaviour of the child and the nature of harm they may cause

- Staff are expected to follow the pupil's In Class Provision Plan/behaviour risk assessment and behaviour plan in the first instance to manage an incident/challenging behaviour
- Team Teach methods should be used to diffuse the situation
- Only if all of the above have been tried and are unsuccessful should staff even consider positive handling.

Where there is a need for a planned approach for those few children who operate outside the school behaviour policy, a separate behaviour plan and/or risk assessment will be written for individual children with parental consent, and shared with other agencies as appropriate. This will include the need for positive handling where necessary.

Some Dos and Don'ts

DO

- Be aware of any feelings of anger
- Summon help
- Continue to talk to the pupil in a calm way
- Provide a soft surface if possible
- Be aware of any accessories worn by you or the pupil

DON'T

- Try to manage on your own
- Stop talking even if the pupil does not reply
- Touch the pupil near the throat or head
- Put pressure on joints

Positive Behaviour Management

Any physical interventions at Glenfrome are conducted within the expectation of positive behaviour management strategies.

Staff are expected to reduce the likelihood of incidents through:

- Creating a calm, orderly and supportive climate for learning
- Using PHSE lessons, and class assemblies to teach children how to manage their emotions
- Effective management of incidents

Minimising the need for positive handling

Before physical intervention becomes necessary staff must take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation, reasoning and distraction.
- Give clear directions for pupils to stop
- Remind them about their rights and the rights of others and likely outcomes
- Well chosen language is used to de-escalate situations (see appendix)
- Remove audience or take vulnerable pupils to a safer place
- Make the environment safe by removing objects that can be thrown
- Use positive touch to guide pupils to somewhere less pressured
- Ensure colleagues know what is happening and get help

What to do after use of positive handling

- **After the incident staff involved need to follow the Positive Handling flowchart to ensure all procedures are followed. (see appendix)**
- Details of the incident need to be completed on a positive handling form by all adults involved. These forms are saved on the T Drive (see appendix). Details should include:
    - ✓ Name of pupil
    - ✓ Staff member/s involved
    - ✓ Factors necessitating physical intervention
    - ✓ The strategies which were employed
    - ✓ Outcome of the positive handling incident
    - ✓ Any other action taken in the management of the incident

- Recording must be completed on the same day wherever possible. Support is available from phase leaders or senior leaders if needed.
- Record any First Aid given or Health & Safety breaches using the correct forms.
- A hard copy of the form should be added to the pupil's section in the folder marked positive handling which is in the Head's office
- A scanned copy should be added to the child's Sims record and CPOMS.
- A positive handling record will be put in the child's class behaviour folder to log the incident and any future incident.
- A reactive plan will be made for the child by the SENCO or Learning Mentor in conjunction with the parents, after an incident in order to prevent a similar scenario occurring again.
- Any injuries to those involved will be recorded and dealt with using normal school procedures
- Parents/carers will be informed verbally by the class teacher/head teacher as appropriate
- Support/debriefing time will be given to those adults and children involved in a positive handling incident

Complaints

All staff at Glenfrome have a duty of care to the children in our school and are expected to take appropriate and necessary action to ensure the safety and wellbeing of all children. Involving parents when an incident occurs with their child, together with a clear policy, adhered to by all staff should help to avoid complaints from parents. Any complaints that do occur will be dealt with according to the school's complaints policy and procedures.

Appendices:

Positive handling flow chart

Positive Handling Record

De-escalation techniques to be used

Positive Handling Flow Chart

Incident

- **Complete Positive Handling Form**
(all those involved & witnesses interviewed)
- **Complete Health & Safety form if needed**
(if required collect from Office)
- **Complete First Aid Forms if needed**
(if required see a First Aider)

Debrief Adult
Sharon/ Claire J

Debrief Child

Inform Parents
(Meeting to be arranged-SLT)

- **Log on CPOMS**
- **Inform staff as necessary**

Reactive Plan written
(Gemma/ Sharon & parents)

Paperwork in Behaviour folder
(Staff involved keep a copy)

Glenfrome Primary School Positive Handling Record Form

Pupils name:	
Pupil details(SEN, other vulnerabilities):	
Date of incident:	
Time of incident:	
Location/s of incident:	
Staff involved(including witnesses):	
Any pupils involved(including witnesses):	
Description of incident by staff involved	
Were methods and holds from team teach training used? Yes	
Reasons for positive handling and why this was felt to be the most suitable/ safe option for the child being handled at that time:	
Any injury suffered by staff or pupils and any first aid required:	
Details of post-incident support given to pupil:	
Details of post-incident support given to staff:	
Details of other staff/ agencies this incident has been shared with: N/A	
Date parents were informed and their response:	
Has a complaint been lodged? No	
Report compiled by: Signature: Post incident support provided:	Countersigned by witness: Signature: Post incident support provided:
SLT informed:	

*Please note: The names of pupils should be removed before completed form is sent to parents and the names of staff should only be included with their consent.
*This report is based upon guidance from: DFCSF, The use of force to control or restrain pupils, 2010 and the Team Teach Workbook.

Team Teach De-escalation Techniques

The following strategies can be used prior to any physical restraint.

Assess the situation
Is the child in danger of hurting themselves or others? (Physically or emotionally)
Are they in a secure location? (They may not be in class)
Are they damaging property?
Are they causing disorder? (High level of disruption to learning)

Remove the audience

Calming stance (standing side on to the child), standing an arm's length from the child and your hands to be visible and relaxed. This is non-confrontational, it will keep you stable and protect your body more should the child become physical.

With small children you may need to be at their level. This should be at arm's length and down on one knee with your hands placed on your upper knee as this will enable you to push yourself up quickly in the event of physical contact.

Script
Call them by their name "I can see you're upset, I'm here to help, you talk and I will listen'.
Then wait in silence
'Come with me'
Start walking, if the child does not follow it may help to find another adult to try this, a fresh face sometimes helps as you may be seen by the child as part of the problem.

Use Thrive techniques: (Once the child is in a safe place)

Attune - Be alert to how they are feeling. If they are angry use a firm voice, if upset use a calming soothing voice.

Contain – Keep them safe, name their emotion. Echo what the child is feeling. 'I can see that……'
I notice that……'

Validate –their feelings not what they have done. "It's Ok to feel like this." "I can understand why that made you feel angry".

Soothe – Calm their distress, encourage them to breath slowly, take a drink, and cool down.

In the event of physical restraint
Remember always adhere to 'The best interests principle' is the intervention PROPERTIANTE, REASONABLE, NECESSARY?

Please ensure you complete a positive handling form. A copy must be put in your class behaviour file and a copy given to SLT as soon as possible. (A form can be found in your class behaviour folder and on the server under inclusion). Following incidents please inform the class teacher as well as SLT as a reactive plan must be completed for that particular child to help prevent any further physical restraint. This must be done by the class teacher who will then ensure it is easily accessible via the server and class behaviour folder.

Wording of incident

It is important when completing the form your that you state why you held a child. Examples below:

'I had reason to believe it was in _____ best interest to hold him as he was hurting another child which could have resulted in him also being hurt too'.

'I had reason to believe it was in _____ best interest to hold him as in a previous incident his behaviour resulted in hurting others'.

If you have to go ground with a child, you should state 'I went down to the floor ***with*** _____ '.