



*Jesus is the centre of our lives,
Our learning and friendships.
In a safe, happy and caring community
Where all are welcome.*

HOLY CROSS CATHOLIC PRIMARY ACADEMY

POSITIVE HANDLING POLICY

JANUARY 2022

REVIEW JANUARY 2025

Positive Handling Policy

1. The Legal Framework

(Education and Inspections Act 2006)

(Use of reasonable force: DFE guidance 2013)

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force that is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:-

- (a) Committing an offence (or for a student under the age of criminal responsibility what would be an offence for an older pupil.)
- (b) Causing personal injury to or damage to the property of, any person. (Including the student himself.)
- (c) Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school among any pupils receiving education at the school, whether during a teaching session or otherwise.

Introduction

In order to live according to our Mission Statement,

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the whole school community needs to commit to and carry out the procedures and strategies detailed in this policy.

This policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control.

Its contents will be available to parents on our website.

General Policy Aims

The staff at Holy Cross Catholic Primary Academy recognise that the use of reasonable force is only one of the strategies available to secure pupil safety and well-being and also to maintain good order and discipline.

The Aims

- To protect every person in the school community from harm
- To protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations
- To use the minimum degree of force necessary to accomplish positive handling
- To maintain accurate records of incidents where positive handling (including restraint) has been used

Physical contact

It is not illegal to touch a pupil. There are occasions when physical contact with a pupil is proper and necessary, for example:-

- Holding the hand of a child in a line when going to assembly or walking together around school and outside the school (e.g. crossing the road on a school trip)
- When comforting a distressed pupil
- To give first aid
- To demonstrate exercises or techniques during PE lessons or sports coaching
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument

The purpose of any physical contact should be to meet the needs of the child. All staff are made aware of pupils with Special Educational Needs for whom physical contact may be necessary.

Why Use Positive Handling?

Positive handling should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him/her or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour. It is not possible to define every circumstance in which positive handling would be necessary or appropriate.

Examples of situations when it may be appropriate to use permissible physical intervention could include:-

- A pupil attacks a member of staff or another pupil
- Pupils fighting

- A pupil is causing or at risk of causing injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- A pupil persistently refuses to obey an order to leave a classroom
- A pupil is behaving in such a way that is seriously disrupting a lesson

Staff should always act within the school's Positive Relationships and Behaviour Policy. Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in 'loco parentis' and should therefore take reasonable action to ensure the welfare and safety of pupils.

Restrictive physical intervention will only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will assess whether the risk of not intervening is greater than the risk of intervening. All actions will be carried out with the child's best interests at heart. Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation.

Reasonable and Proportional

The use of restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this policy. It will be avoided wherever possible.

When considering the use of physical intervention to control a child's behaviour the following questions should always be asked:-

- How is the intervention proportionate to the circumstances it is intended to prevent?
- Is the intervention necessary in order to protect the best interests of the child?

Staff should also ask:-

- Is a less intrusive intervention preferable?
- Do we have to act now?
- Am I the best person to be doing this?

Where possible, staff should always attempt to use diversion or defuse the situation in preference to physical interventions.

Positive Handling Strategies

All teachers need to be aware of strategies and techniques for dealing with difficult pupils and steps which they can take to defuse and calm a situation. Examples could include:-

- Move and speak calmly and confidently
- Make simple, clear statements
- Intervene early
- Try to maintain eye contact
- If necessary summon help before the problem escalates. Whenever an adult is the sole adult present they should summon help by giving a red card to another pupil instructing them to give it to the nearest available adult/office
- If appropriate, remove the other pupils from the class for health and safety reasons.

When positive handling becomes necessary it is essential that the pupil is told by the adult what he/she is doing and why. A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of anger or frustration. The method of restraint employed must use the minimum force for the minimum time.

Restraint must NOT:-

- Involve hitting the pupil
- Involve deliberately inflicting pain on the pupil
- Restrict the pupil's breathing
- Involve contact with sexually sensitive areas

During any incident the restrainer should:-

- Offer verbal reassurance to the pupil
- Cause the minimum level of restriction of movement
- Reduce the danger of any accidental injury

Physical intervention can take several forms. It might involve staff:-

- Physically interposing between pupils
- Blocking a pupil's arm
- 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; or (in extreme circumstances) using more restrictive holds.

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
- Hold the pupil's arms by his/her sides

DON'T

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

THERE ARE SITUATIONS WHERE STAFF SHOULD NOT INTERVENE WITHOUT HELP

Assistance should be sought when dealing with:-

- A physically large pupil
- More than one pupil
- Or when the teacher believes that he/she may be at risk of injury.

In those circumstances where the member of staff has decided that it is not appropriate to restrain the pupil without help they should:-

- Remove other pupils who might be at risk
- Summon assistance from colleagues

Risk Assessment

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of physical intervention, we will plan how to respond if the situation arises. Such planning will address:-

- Management of the pupil (e.g. reactive strategies to de-escalate a conflict)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Identification of additional support that can be summoned if appropriate.
- A pupil's previous experience of positive handling and their likely reaction.

Reporting and Recording

Details of the incident will be recorded by all adults involved immediately, using the appropriate proforma. (See appendix 1)

A copy will be placed in the pupil's file. The Head Teacher will keep an additional copy. Parents/Carers of the child will be informed on the day of the incident.

Any injuries suffered by those involved will be recorded.

Complaints Procedure

All complaints will be dealt with according to the school's 'Complaints Policy' and procedures.

The above policy is linked to all safeguarding policies

Record of Positive Handling (Including Restraint)**Date of Incident:****Time of Incident****Pupil Name****Year Group****D.o.B****Member/s of staff involved****Adult witnesses****Pupil witnesses****Outline of event leading to positive handling (including restraint)****Please include other strategies tried and reasons for using positive handling rather than another strategy.**

Outline of incident of positive handling (including restraint method used if appropriate)

Outcome of positive handling

Description of any injury/ies sustained by pupil (or other persons) and any subsequent treatment:

Date and time parent informed of the incident:

Name of person contacting parent:

Outline of parent/carer response:

Name and signature of staff member completing report

Signature of Headteacher:

Date:

Brief description of any subsequent injury/complaint or action:

