



Hadley Wood Primary School Positive Handling Policy

Date the policy came into effect	January 2020
Date of next policy review	January 2022
Name of person responsible for this policy	Fran Worby
Issued to	Staff, governors, trainees and volunteers
Date of issue	January 2020



Positive Handling Policy

Our Vision...

... that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

Introduction

We believe that all behaviour is a form of communication and that positive behaviour management supports pupils to make good choices regarding their actions. However, situations involving decisions whether or not to use force can occur in any school. Both using force and deciding not to can entail significant risks for both pupils and staff. Establishing a clear policy on the use of force is an important part of minimising these risks.

We are an inclusive school and seek to promote social inclusion, irrespective of faith, nationality, sexual orientation, gender identity or gender expression in line with British Values.

Equality Act 2010

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Aims

We believe that the establishment of a sound learning environment, both within and outside the classroom, is key to effective learning and teaching. Effective learning and teaching is dependent on positive relationships established at school and classroom level through inter-actions between staff and pupils and between pupils themselves. Our aim is to maintain the safety of pupils and staff at all times and so it is important to prevent serious breaches of school discipline as this may place pupils and staff at an increased risk. This policy also includes the need to prevent serious damage to property.

The Use of Reasonable Force, DfE July 2013, outlines when reasonable force can be used:

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Use of reasonable force July 2013

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf



Minimising the need to use force:

- All staff recognise the need to create a calm environment that minimises the risk of incidents that might require the use of force arising.
- As a Values school we have a comprehensive approach to PSHE, which encourages pupils to manage conflict and strong feelings.
- It is also recognised that effective tone of voice and body language can de-escalate incidents if they arise.
- All staff recognise that adults should only use force when the risk involved is outweighed by not using force.

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
- Keep calm and do not give the impression you have lost your temper
- Warn the child that physical restraint will be used if they do not do as they are asked
- 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 the above 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 Headteacher /DHT or member of the SLT if they have not be involved
- Record the incident fully using the Record of Restraint form

Staff authorised to use force

All teachers and staff are authorised to have control or charge over pupils and automatically have the statutory power to use force.

Deciding whether to use force

Staff should only use force when:

- The potential consequences of not intervening are sufficiently serious to justify considering the use of force
- The risk associated with using force outweighs that of not using force

Staff will be kept informed about and advised how to deal with pupils who present particular risks to themselves or others via staff briefings and pastoral plans, for example pupils with SEN and/or disabilities and/or other personal circumstances. Staff should call police where a pupil is suspected of having a weapon if a pupil is likely to resist a search.

Using force

It cannot be emphasised enough that it is important to use only the minimum force necessary to achieve the desired result.

The Approach method of 'isolation and support' uses the child's natural movements. It also fulfils the following criteria:

1. Use the minimum force necessary for the minimum amount of time.
2. Do not involve deliberately inflicting pain on the child.
3. Do not restrict the child's breathing.
4. Avoid the adult's hands touching the genital area, the buttocks or the breasts.
5. Avoid the adult putting their full weight upon the child's spine or abdomen.



Appropriate force includes:

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

Physical Contact in Other Circumstances:

Hadley Wood School recognises that physical contact can often be an effective communication tool:

- When demonstrating a PE skill
- When providing first aid
- Comforting a child in distress
- When supporting a child with SEN
- When giving praise or congratulations
- Applying face paint

In such situations, staff will apply sound professional judgment understanding that any physical contact will be appropriate and will avoid situations or contact that could be misinterpreted.

Staff Training

The Behaviour Support Service 'Approach Training'
SLT Member Lyndsey Albon: (Booked for 25th March 2020)
Liz Egan: Spring 2018
Charmaine Obika: Spring 2018
Sally Edwards: 1st October 2019
Christina Stavrou: 1st October 2019

Recording Incidents

The Record of Restraint proforma is used to record all incidents. These will be closely monitored by SMT and centrally stored by the SENCo.
Risk assessments may be carried out dependant on the severity of the incident. Advice may also be sought from external agencies e.g. Educational Psychologist/Behaviour Support Service/local Safeguarding Board/police where necessary.

Post Incident Support

We recognise that Staff as well as children may need support following an incident, this may include meeting immediate physical needs, rebuilding relationships and ensuring lessons are learnt.

Complaints and allegations

Complaints and allegations of misconduct will be addressed according to the school policy.

Monitoring and Review

This policy and guidelines will be kept under constant review to ensure it remains appropriate. It will be reviewed at least annually.

This policy document should be read in conjunction with the policy documents for:

Equalities
SEND Information Report
Safeguarding
Health and Safety



Hadley Wood School Record of Restraint



Name:	
Position:	
Pupil/pupils on whom force was used by a member of staff:	
Date:	Time:
Location of incident:	
Names of staff involved, directly or as a witness:	
Other pupils involved, directly or as a witness:	
Detail the vulnerability of pupils involved, SEN, disability or medical:	
Description of incident, including any attempts to de-escalate and warnings given that force may be used:	
Reasons for using force:	
Description of the force used including length of time restrained:	
Any injury suffered by pupil/s or staff and any medical attention required:	
Post incident action:	
When and how parents/carers were informed about the incident:	
Feedback from parents/carers:	
Report compiled by:	Report countersigned by:
Role:	Role:
Signature:	Signature:
Date:	Date: