



Policy Name	Positive Handling
Review and Approval by	Full Governing Body
Date Ratified	November 2017
Signed By	
Position	Chair of Governors
Review Period for this Policy	annually
Date for Future Review	November 2021

Implementation of this policy supports the duties to promote equality of opportunity and positive attitudes in relation to disability, gender and race and to eliminate discrimination on the grounds of age, disability, gender, race, religion or belief and sexual orientation.

Date	Changes
Nov 17	No changes
Nov 19	<p>Page 2- Reasonable means using no more force than is necessary</p> <p>Page 3- through verbal interventions including empathetic listening and scripted interventions Name of trained staff can be found on the safeguarding board in the staff room</p> <p>Page 4 Use a consistent and calm response to risk behaviours following the Pivotal MAPA training guidance</p> <p>Involve another member of staff if possible (preferably a member of staff who has had appropriate training)</p> <p>Appendix 2 and Appendix 3</p> <p>A panel of experts have identified that certain restraint techniques present an unacceptable risk when used on children and young people. The techniques in question are found in appendix 2</p> <p>Page 5 The restorative conversation will include considering the following questions: Reflection – What happened?, Who was involved? Thoughts and feelings- What were you thinking/ feeling at the time?; What are you thinking now?; Who was affected and how do you think this made others feel? Repair and Problem Solving – What do you think you can do to put things rights? What will you do differently in the future?</p> <p>Appendix 4</p>
Sept 20	No change

Montpelier Primary School

POSITIVE HANDLING POLICY

The Legal Framework

Positive handling should be limited to emergency situations and used only in the last resort.

Under the Children Order 1995, it is only permissible as described under the heading “Physical Control”. Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables trained staff in the school, authorised by the Headteacher, to use such **force** as is **reasonable** in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil to themselves)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

(Examples of possible situations where reasonable force is acceptable are given in Appendix 1)

Definition of Positive Handling at Montpelier Primary School

Positive handling is the positive application of force with the intention of protecting the child from harming themselves or others or seriously damaging property.

Reasonable means using no more force than is necessary

General Policy Aims

Staff at Montpelier Primary School recognise that the **use of reasonable force** is only one of the last in a range of strategies available to secure pupil safety / well-being and also to maintain good order and discipline. Our policy on positive handling should therefore be read in conjunction with our Behaviour and Safeguarding policies.

Specific Aims of the Positive Handling Policy

- 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.

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 / herself 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 and staff will have to exercise their own judgement in situations which arise within the above categories. 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 pupils' safety and well-being.

Failure to positively handle a pupil who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time, staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Alternative Strategies

There are some situations in which the need for positive handling is immediate and where there are no equally effective alternatives (eg is a pupil is about to run across a road). However, in many circumstances there are alternative de-escalation strategies that can be use such as:

- through verbal interventions including empathetic listening and scripted interventions;
- the broken record in which an instruction is repeated until the pupil complies;
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened;
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other sanctions consistent with the School's policy on behaviour;

Use of Positive Handling

Positive handling should be applied as an act of care and control with the intention of re-establishing **verbal control as soon as possible** and, at the same time, allowing the pupil to regain self-control. It should never take a form of which could be seen as a punishment.

All staff members of school are legally able to use reasonable force in applying positive handling, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the DFES guidelines and information below and preferably by a trained member of staff. Names of trained staff can be found on the Safeguarding Board in the staff room.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary.

In all circumstances, other methods should be used if appropriate or effective positive handling should be a last resort.

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

When positive handling becomes necessary:

DO

- Use a consistent and calm response to risk behaviours following the Pivotal MAPA training guidance;
- Tell the pupil what you are doing and why;
- Use the minimum force necessary;
- Involve another member of staff if possible (preferably a member of staff who has had appropriate Pivotal MAPA training);
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition);
- Use simple and clear language;
- Relax your restraint in response to the pupil's compliance (Appendix 3);
- Maintain professional regard to safety, vulnerability, gender, culture/ social background, previous experience or trauma;

DON'T

- Act in temper (involve another staff member if you fear loss of control);
- Involve yourself in a prolonged verbal exchange with the pupil;
- Attempt to reason with the pupil;
- Involve other pupils in the restraint;
- Twist or force limbs back against a joint;
- Bend fingers or pull hair;
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck;
- Slap, punch, kick or trip up the pupil;

A panel of experts have identified that certain restraint techniques present an unacceptable risk when used on children and young people. The techniques in question are found in Appendix 2

Actions After An Incident

Positive handling often occurs in response to highly charged emotional situations and there is a clear need for restorative approaches after the incident, both for the staff involved and the pupil.

The restorative conversation will include considering the following questions:

Reflection – What happened?, Who was involved?

Thoughts and feelings- What were you thinking/ feeling at the time?; What are you thinking now?; Who was affected and how do you think this made others feel?

Repair and Problem Solving – What do you think you can do to put things rights? What will you do differently in the future?

A member of the leadership team should be informed of any incident as soon as possible and all interventions should be recorded on CPOMs as well as completing a physical restraint form (Appendix 4)

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural IEP, or in line with the school's Behavioural Passport which may include an appropriate social, emotional, or mental health support programme, or other strategies agreed by the SENCO.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, 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, holds to be used if necessary)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate

Complaints

A clear positive handling policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures. It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

We will review this policy on a yearly basis

When might it be appropriate to use reasonable force?

Examples of situations that may require restraint are when:

- 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 is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others;
- a pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school);
- a pupil persistently refuses to obey an order to leave an area;
- a pupil behaves in such a way that seriously disrupts a lesson;

Unacceptable Use of force

A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people.

The techniques in question are:

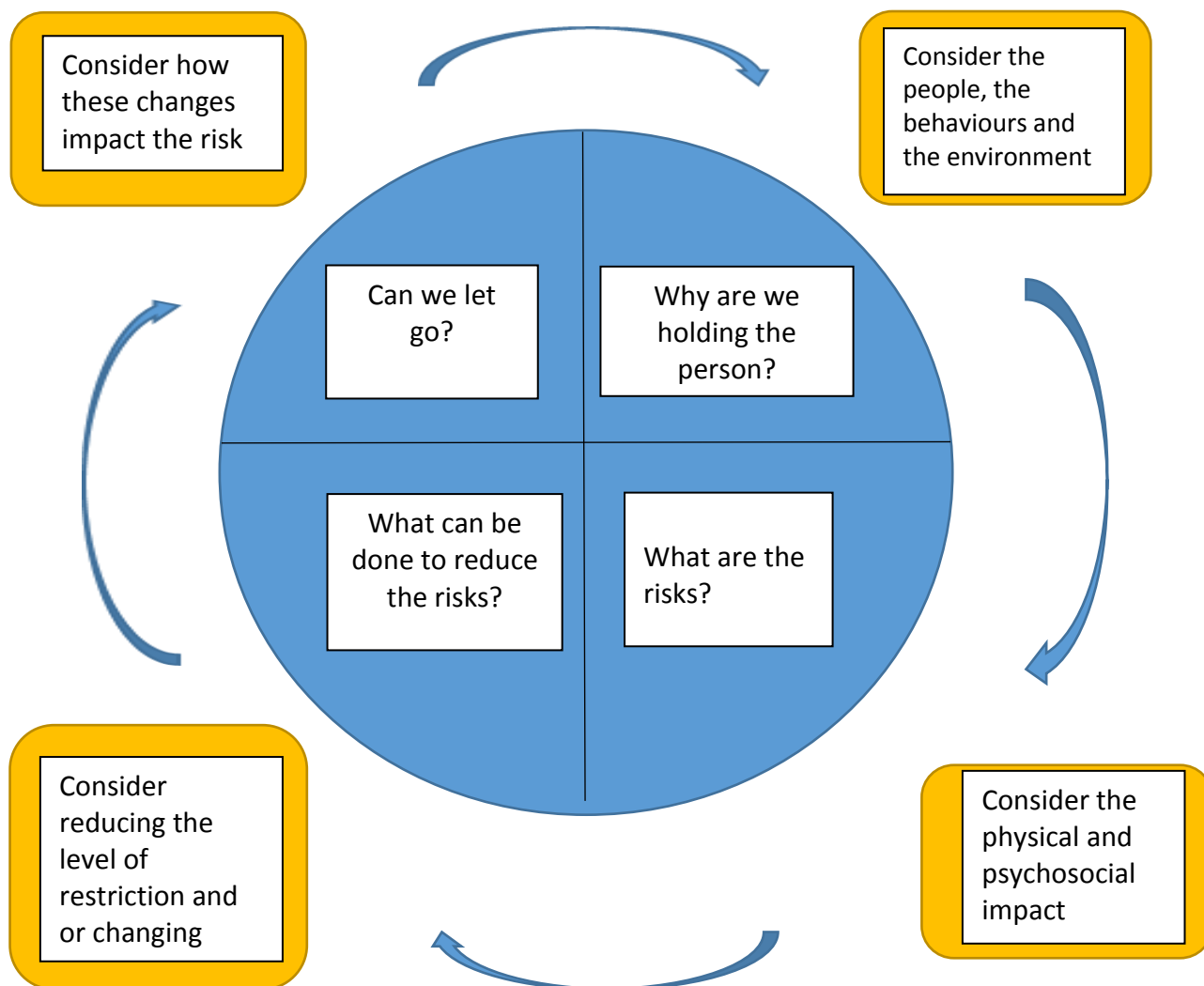
- the 'seated double embrace' which involves two members of staff forcing a person

into a sitting position and leaning them forward, while a third monitors breathing;

- the 'double basket-hold' which involves holding a person's arms across their chest;

- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Opt Out Sequence



10 minutes of holding is excessive and is likely to significantly increase the risk of harm to the individual.

If a period of time reaches 10 minutes, you must consider letting go and using alternative non-physical approaches

Appendix 4

Montpelier Primary School

Physical Intervention Recording Form

Name of young person..... Date of incident.....

WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS:

(tick the appropriate box below)

Defusing		Time out offer	
Deflection		Time out directed	
Distraction		Changes of task	
Appropriate Humour		Choices limits	
Rule reminders		Consequences	
Verbal advice		Another member of staff	
Planned ignoring		Take up time	

JUSTIFICATION FOR USE OF RESTRICTIVE PHYSICAL INTERVENTIONJUSTIFICATION FOR USE OF RESTRICTIVE PHYSICAL INTERVENTION: (tick the appropriate box below)

A criminal offence	
Injury to other pupils	
Injury to staff	
Injury to child's self	
Serious damage to property	
Pupil absconding	
Other please state below	

Please state other reason

.....

NATURE OF RESTRICTIVE PHYSICAL INTERVENTION USED: (Identify level of hold used, estimate of duration and factual staff accounts from each individual involved)

RESPONSE AND VIEW OF THE YOUNG PERSON: (this field must be completed if possible)

Name of staff involved:		
Name of witnesses:		
Details of Any Witness accounts (can include CCTV footage):		
DETAILS OF ANY RESULTING INJURY: (injury to whom and any action taken)		
First Aid Book	Yes No	Date
Name of Senior leader informed		
Signature of Senior Leader		
Exclusion of pupil	Yes No	Details
PARENTS INFORMED	Yes No	Date
Any further parent comment		

