

# Positive Handling Policy

**This policy was written on 15<sup>th</sup> November 2022**

**This policy was approved by the Governing Body in November 2022, 2023, 2024, 2025**

**This policy will be reviewed in November 2026**

(unless any changes are necessary prior to this date)

BELONGING | BELIEVING | ACHIEVING

“You are the light of the world.” Matthew

5:14

## I. AIM OF THIS POLICY

In line with our school vision, “You are the light of the world”, we are committed to maintaining the safety and wellbeing of pupils and staff.

This policy has close links with the Behaviour & Behaviour Principles & Anti-Bullying Policy. It is written to explain our procedures in line with:

- Section 93 of the Education and Inspection Act 2006
- British Institute of Learning Disabilities (BILD) Code of Practice
- DfCS Guidance “Use of Force to Control or Restrain Pupils” November 2007
- Joint DfES/DH guidance issued July 2002, “The use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorder”
- Local authority policies

Staff at St Matthew’s Primary School are trained to look after pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. If a member of staff ever needs to intervene physically they will follow the school’s Positive Handling Policy.

Only staff trained in the pre-emptive and responsive positive handling strategy techniques will use physical intervention techniques with pupils when necessary.

The term positive handling includes a wide range of supportive strategies for managing challenging behaviour.

The term 'physical restraint' is used when force is used to overcome active resistance. A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

The school takes its duty of care to pupils, employees and visitors to the school seriously.

## **2. STEPS TO BE TAKEN BEFORE USING PHYSICAL CONTROLS**

Staff will use effective behaviour management techniques to try to diffuse any serious incidents by:

- showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using the Zones of Regulation, negotiating and reasoning.
- giving clear directions for the pupil to stop
- reminding the pupil about The Going for Gold and likely outcomes
- removing an audience or take the vulnerable pupil 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.

## **3. RESTRAINT**

At St Matthew's School we only use physical restraint when there is no realistic alternative. We expect staff to risk assess and choose the safest alternative. This also means that we expect staff to experiment and 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 extreme behaviour should be reasonable and proportionate. Physical restraint must only be in accordance with the following:

- The pupil should be in immediate danger of harming him/herself or another person or in danger of seriously damaging property.
- The member of staff should have good grounds for believing this.
- Only the minimum force necessary to prevent injury or damage should be applied. Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.
- Once safe, restraint should be relaxed to allow the pupil to regain self-control. Restraint should be an act of care and control, not punishment.
- Physical restraint should never be used to force compliance with staff instructions when there is no immediate danger present to people and property.

- The restraint should be discussed with the pupil, if appropriate, and the parents at the earliest opportunity.

In addition, whilst or before intervention, staff should speak calmly as a way of reassurance e.g. 'I am doing this to keep you safe'.

#### **4. RESPONDING TO UNFORESEEN EMERGENCIES**

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 on their feet. An unforeseen event may require an emergency response. After that event, staff have a duty to plan ahead and prepare a new risk assessment.

##### **4.1 Risk Assessment**

Risk assessments are required for pupils who exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong.

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

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

##### **4.2 Positive Handling Plans**

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 Positive Handling Plan. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. 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 caused problems in the past. Positive Handling Plans should be considered along with the child's Educational Health care Plan (EHCP) and any other planning document relevant to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special needs and social context.

#### **5. POST INCIDENT DEBRIEF**

Following a serious incident, it is the policy of our 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 have an

opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other peoples' perspectives.

It is difficult to devise a framework of support that meets the needs of all staff. As individuals we all vary in how much support we need after an unpleasant incident. Generally a member of SLT would expect to talk to staff and children involved (if appropriate) in any incidents involving violence. If members of staff need time to rest or compose themselves, then the Acting Headteacher or SLT will make arrangements for the class group to be supported.

## 6. RECORDING

All incidents of unacceptable behaviour should be recorded electronically on CPOMS in accordance with our Behaviour Policy.

Within these recording strategies, all details must be recorded by witnesses within the school day. The SLT needs to be informed.

## 7. MONITORING AND EVALUATION

SLT will ensure that each incident is reviewed and instigate further action as required.

## 8. PARENTS

When there is concern about a child, parents will be invited to contribute to a risk assessment and Positive Handling Plan with the SLT. Written parental agreement will form part of this.

Parents will be informed of the school's policies. Parents will be informed following serious incidents.

## 9. COMPLAINTS AND ALLEGATIONS

Any complaints will follow the school's complaints procedure.

The school's Behaviour & Behaviour Principles & Anti-Bullying Policy, Safeguarding Policy and SEND Policy will all be incorporated into the care package which is used to address each child's needs.

### Appendix I Positive Handling Plan



### Appendix A POSITIVE HANDLING PLAN

Pupil:	DOB:	Year group:
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Date: From                      To	Written by:
Effective strategies previously used:	
Strategies not recommended:	
Physical techniques used effectively:	
Physical techniques used which proved ineffective or problematic	

## Appendix 2 Pupil Specific Risk Assessment

### Pupil Specific Risk Assessment

Name				DOB	
Date of Assessment				Year Group	
Review Date of Risk Assessment				Class Teacher	
<b>Hazard/Behaviour</b>	<b>Opinion/ Known</b>	<b>Deliberate Accidental Involuntary</b>	<b>Seriousness Of Outcome A</b>	<b>Probability Of Hazard B</b>	<b>Severity Risk Score</b>
	<b>O/K</b>	<b>D/A/I</b>	<b>1/2/3/4</b>	<b>1/2/3/4</b>	<b>A x B</b>
Harm to self	Opinion	A/I	2	2	4
Harm to peers	Known	D/A	2	4	8
Harm to staff	Known	D	2	3	6
Damage to property	Known	D	2	4	8
Harm from disruption	Known	D	2	3	5
Other Harm					
Other Harm					
<b>Seriousness</b>					
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring psychological support/treatment, or critical property damage				
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage				
2	Foreseeable outcome is harm requiring first aid, distress or minor damage				

1	Foreseeable outcome is upset or disruption
<b>Probability</b>	
4	The Risk of Harm is persistent and constant
3	The 'Risk of Harm' has happened recently and may occur again
2	The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

#### **Risk Management Plan**

	Potential Triggers / Key Themes		
What we want to see	Strategies for staff to maintain		
What we are trying to avoid	Interventions		
<b>Parent/Child Comments</b>			
<b>Signature of parent/carer</b>		<b>Risk Assessment completed by</b>	

