



Positive Handling Policy

Date of Policy:	March 2017
Date of Next Review:	Spring 2020

POSITIVE HANDLING POLICY

Rationale:

This policy has been prepared to support Governors, staff, parents and children in understanding the occasions when staff members may need to use force to control or restrain pupils. It has been developed using the non-statutory guidance for schools in England prepared by the Department for Children, Schools and Families (DCSF). The document, 'The Use of Force to Control or Restrain Pupils', was published in April 2010.

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

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil himself/ herself); or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are:

- i. any member of staff at the school;
- ii. any other person whom the head has authorised to have control or charge of pupils. This can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as unpaid volunteers (for example parents accompanying pupils on school-organised visits); and
- iii. does not include any pupils.

At no time is the use of force to control or restrain pupils the desired outcome for staff or for pupils, but it can be necessary to maintain the safety of pupils and staff. All in school will work hard to reduce the likelihood of situations arising where use of force may be required (see below – Minimising the need to use force; and see Appendix B)

Objectives:

- The main objective is to maintain the safety of pupils and staff;
- To prevent serious breaches of school discipline;
- To prevent serious damage to property;
- To ensure all working within the school community understand their responsibilities if the need arises to use force;
- To explain to Governors, parents, carers the practice adopted within school, in line with the Department for Education (DFE's) non-statutory guidance.

Minimising the need to use force

Staff in the school will work hard to:

- Create a calm environment that minimises the risk of incidents arising that might require using force;
- De-escalate incidents if they do arise;
- Only use force when the risks involved in doing so are outweighed by the risks involved in not using force;
- Establish risk assessments and positive handling plans for individual pupils.

POSITIVE HANDLING POLICY

Staff authorised to use force

Permanent authorisation:

All teachers and staff authorised to have control or charge of pupils, automatically have the statutory power to use force. This includes all teaching staff members, all Teaching Assistants, lunchtime supervisors.

Temporary authorisation:

This will be issued to anyone whose jobs do not normally involve supervising pupils and volunteers working with pupils to authorise them to be in control or charge of pupils and therefore have statutory power to use force. Situations when this might occur include: staff accompanying trips/ visits/ walks, who are not normally with children, e.g. office staff; and other situations that the Head deems necessary. Only the Headteacher will give temporary authorisation, and will do this verbally ahead of the member of staff/ volunteer working with the child/ children. The Headteacher will notify the member of staff with overall responsibility for the class/ group/ individual.

Deciding whether to use force

Staff (including all those with permanent or temporary authorisation) should only use force to control or restrain a pupil when:

- The potential consequences of not intervening are sufficiently serious to justify considering the use of force;
- The chances of achieving the desired result by other means are low; and
- The risk associated with not using force outweighs those of using force.

Children who present particular risks to themselves or others, and do so on a frequent/ regular/ ongoing basis, will have individual risk assessments and positive handling plans. These will be prepared by the school Special Education Needs Co-ordinator (SENCo), in consultation with involved staff members, parents and – where appropriate – the child. If such a plan is developed, all staff will be informed during staff meetings.

Staff members should seek appropriate help to minimise the highest risks, for example, by calling the police if a pupil suspected of having a weapon seems likely to resist a search.

Using force

Staff members (including all those with permanent or temporary authorisation) should only use the minimum force necessary to achieve the desired result.

All staff should:

- Give a clear oral warning to the pupil that force may have to be used;
- The types of force used could include (taken from para 38 of the DCSF 2010 guidance):
 - Passive physical contact resulting from standing between pupils or blocking a pupil's path;
 - Active physical contact such as:
 - Leading a pupil by the hand or arm
 - Ushering a pupil away by placing a hand in the centre of the back;
 - In more extreme circumstances, using appropriate restrictive holds, which may require specific expertise or training;
- Avoid acting in a way that might reasonably be expected to cause injury, in particular ensuring that nothing constricts breathing (para 41);
- Avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct (para 42);

POSITIVE HANDLING POLICY

- Avoid using force unless or until another responsible adult is present to support, observe and call for assistance.

Where a pupil is engaged in an activity that presents a high and immediate risk of death or serious injury to the pupil, or to others, any member of staff would be justified in taking any action, including the use of reasonable force, that could reasonably be seen as necessary to alleviate or reduce those risks. (Adults visiting the school, who are not members of staff, would be acting under common law and not section 93) (Para 40).

Staff training

This policy will be given to all staff members, and will form part of the induction process for all new staff.

We have staff members trained in Team Teach. The number of staff receiving this training will increase year on year. The absence of accredited training does not preclude a member of staff from using reasonable force where needed (para 47).

There will be particular training needs for staff working closely with pupils with Special Educational Needs (SEN) or disabilities. Risk assessments will help inform decisions about staff training.

Recording incidents

All incidents that involve the use of force to control or restrain a pupil will be recorded on the pro forma provided in Appendix A.

Recordable incidents do not include all occasions when physical contact may occur. The DCSFs guidance (The Use Of Force To Control Or Restrain Pupils) outlines occasions when physical contact with a pupil may be proper or necessary. These are recorded in Appendix C.

If force was used to control or restrain a pupil, then a record should be made and kept.

All accounts of the same incident should be recorded, including those of the pupil or pupils involved (para 58).

Reporting incidents

Parents should be informed of any recordable incidents as soon as is reasonably practicable, wherever possible, by telephone as soon as possible after the event.

They should be given a copy of the school's policy (this document) and informed that if a repeat incident occurs, it may be necessary and appropriate to draw-up an individual positive handling plan.

Parents do not have access to the full record sheet in Appendix A as this contains (or may contain) confidential data relating to other children.

A copy of the record sheet should be put into the pupil's educational record, which is open to inspection by parents. The version inserted (or shared if requested in accordance with the Data Protection Act 1998), should not contain the names of other pupils, and should only include the names of staff members with their consent.

All injuries should be recorded as per school procedures and reported as appropriate to the Health and Safety team at Warrington Borough Council.

POSITIVE HANDLING POLICY

The Headteacher may, if appropriate, also report the incident to external agencies such as other local authority's children's services, the local Children's Safeguarding Board, youth offending teams, the police, and other multi-agency partners who may support the child, the parents or the staff.

If it is likely that reporting an incident to a parent will result in significant harm to the pupil, then the incident should be reported to the local authority's Targeted Services. Only the Headteacher, or staff member working in that capacity, will make the decision to not share information (refer to DCSF guidance, para 50).

The person who reports the incident to the parent need not be the person who compiles the report. Usually, it would be the Headteacher reporting to parents.

The number of incidents recorded and reported should be shared by the Headteacher with the Governing Body, who will monitor incidents.

Post-incident support

The immediate physical needs of the pupil or staff member must be dealt with first, as per school procedures, e.g. first aid. Priority then must be emotional support. Where appropriate, referrals may be made to external agencies to access support for pupils and/or staff.

The letter or telephone call to parents informing them of the use of force can be used to engage them in discussing the incident and for setting out a suggested future course of action.

Where a pupil is responsible for inappropriate behaviour, it is important that in addition to disciplining the pupil (in line with the school's Behaviour policy), there is also an opportunity to repair the relationships with staff and pupils affected, as well as developing their social and emotional skills. In some cases, an incident might lead to a decision to exclude a pupil (fixed term or permanent).

Help pupil and staff develop strategies to avoid repeating crisis points in future and inform relevant staff about these plans and their roles.

All staff members involved should meet with a member of the Senior Leadership Team soon after the incident to identify any further support needs for pupil or staff.

At all times, on each occasion, it is important that all involved, pupils, staff and observers, have an opportunity to analyse, reflect and learn from the incident.

Complaints and allegations

All complaints are dealt with by the Headteacher. If a parent is dissatisfied with the outcome of this, then they can put their complaint in writing to the Chair of Governors, in line with the school Complaints Procedure.

If a specific allegation is received about a member of staff, the school will follow the guidance set out in 'Managing Allegations Against Staff' guidance from Warrington Local Authority.

Monitoring and review

The Headteacher will monitor the frequency that this policy is applied and will hold the central record of copies of Appendix A. The Headteacher will report back to the Governors via the

POSITIVE HANDLING POLICY

Standards Committee. At any time, the Governors can request statistics and other monitoring information.

Linked Policies:

Behaviour policy

Safeguarding Policy

Whistleblowing Policy



BARROW HALL PRIMARY SCHOOL

Record of a Positive Handling Incident

Name of Pupil:		Reg Group:	Date of Birth:
Date of Incident:	Time of Incident:		Place of Incident: Playground /
Reporting Staff:	Staff Witnesses:	Child Witnesses:	
RECORD OF INCIDENT (in brief)			Child in Care: YES /No

Reasons why reasonable force was thought necessary:

Was the child concerned liable to injury?	YES /No
Details:	
Were other children liable to injury?	YES /No
Details:	
Were staff liable to injury?	YES /No
Details:	
Was property about to be damaged?	YES /No
Details:	
Was property actually damaged?	YES /No
Details:	
Was good order prejudiced?	YES /No
Details:	

DETAILS OF INCIDENT

Please give concise details of how the incident began, stating the nature of the pupil's behaviour, the use of techniques other than physical control used to defuse the situation and the measures taken to avoid harm to the pupil.

Describe the physical intervention/control/restraint used, including the degree of force used, how that was applied and for how long.

Record of any injuries to pupil/staff:

Record of any damage to property:

Measures taken to ensure that the pupil was calm after the incident:

Any other similar incidents on this day:

POSITIVE HANDLING POLICY

If so, time of other incidents: No

Signature: _____

Print Name: _____

Role of Staff Member: _____

Date: _____

Signature of adult witnesses: _____

Print Name: _____

Signature of adult witnesses: _____

Print Name: _____

Action taken by Headteacher / Deputy Headteacher / Senior Manager

- Pupil collected by Parents/Carer YES / NO
- Letter sent to parents Date:
- Incident discussed with pupil/staff Yes / No Date:
- Any other professional person informed Yes / No Name:
- Accident Form completed for Pupil / Staff Accident Form No:

Signed: _____

Appendix B

Reducing the likelihood of situations arising where use of force may be required.

This is taken from page 13 of 'The Use Of Force To Control Or Restrain Pupils', DCSF, 2010.

28. There are a number of ways for schools to help reduce the possibility of force being needed:
- a. Creating a calm, orderly and supportive school climate that minimises the risk and threat of violence of any kind. Advice for schools on violence reduction is available at www.teachernet.gov.uk/wholeschool/behavoiur/violencereduction/;
 - b. Developing positive relationships between pupils and staff;
 - c. Adopting a whole-school approach to developing social and emotional skills. The Social and Emotional Aspects of Learning (SEAL) programme www.teachernet.gov.uk/teachingandlearning/socialandpastoral/seal_learning provides staff development opportunities and curriculum materials for helping pupils to develop skills such as managing strong feelings;
 - d. Taking a structured approach to professional development that helps staff to acquire the skills of positive behaviour management and managing conflict, as well as supporting each other during and after an incident. Professional development materials on managing pupils' behaviour include:
 - i. Behaviour and Attendance Toolkit and the National Strategies Core Day Materials – currently available on the National Strategies website; and
 - ii. The National Programme for Specialist Leaders of Behaviour and Attendance.
 - e. Recognising that situations which trigger challenging behaviours are often foreseeable;
 - f. Effectively managing individual incidents. It is important to communicate calmly with the pupil, using non-threatening verbal and body language and ensuring the pupil can see a way out of a situation. Strategies might include, for example, going to a quiet room, away from bystanders or other pupils, so that the staff member can listen to concerns; or being joined by a particular member of staff well known to the pupil; and
 - g. Wherever practicable, warning a pupil that force may have to be used before using it.

Appendix C

Physical contact with pupils in other circumstances

This is taken from page 25 of 'The Use Of Force To Control Or Restrain Pupils', DCSF, 2010.

82. There are occasions when physical contact with a pupil may be proper or necessary other than those covered by section 93 of the Education and Inspections Act 2006. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching, or CDT, or if a member of staff has to give first aid. Young children and those with SEN may need staff to provide physical prompts or help. Touching may also be appropriate where a pupil is being congratulated or praised, or where the pupil is in distress and needs comforting. School staff will use their own professional judgement when they feel a pupil needs this kind of support. They may find useful advice on this in *Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings* at www.teachernet.gov.uk/docbank/index.cfm?id=8200

83. There may be some pupils for whom touching is particularly unwelcome. For example, some pupils may be particularly sensitive to physical contact because of sensory issues, their cultural background or because they have been abused. It is important that staff who may come into contact with these pupils or groups of pupils should have the relevant information and that the school has a clear system for informing them. In addition, the school will need to develop clear common practice towards particular groups of pupils and events. There should be a common approach where staff and pupils are of different sexes. Physical contact with pupils becomes increasingly open to question as pupils reach and go through adolescence, and staff should also bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.