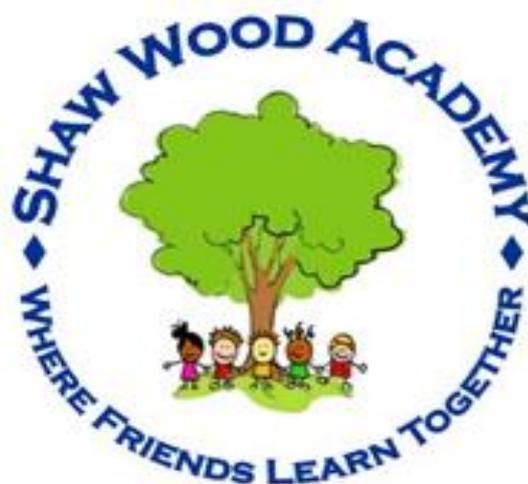


# SHAW WOOD ACADEMY



## POSITIVE HANDLING POLICY

<u>Date Prepared : 29/03/2018</u>	<u>Prepared By : MR</u>	<u>Review Date : April 2020</u>
<u>Approved By Governors :</u>	<u>Signed By Chair:</u>	<u>Dated By Chair:</u>

## Introduction

This policy sets out the framework for the use of reasonable force, restraint or positive handling, but it must be clearly understood that this should always be set within the school's overall behaviour management framework and is only used as a last resort underpinned by sound risk assessment. Only in the event of failure of non-physical strategies to bring control to the situation, or of imminent danger to persons should positive handling be considered.

Legislation that came into force on 1.9.98 (Section 550 of the Education Act 1996) together with national guidance (DfES Circular 10/98), establishes the power of teachers and other staff to use reasonable force if required. This applies to all occasions when that member of staff is in charge of children both on and off school premises. There is no legal definition of reasonable force, this would depend on the individual circumstances of each case. Only a court may judge what is reasonable in terms of the amount of force used in physical handling and obviously does so retrospectively.

## Definition

The definition of restraint is the positive application of force with the intention of calming and overpowering the child. The use of restraint requires judgement and knowledge of non-harmful methods of control. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force should always be the minimum needed to achieve the desired result.

**Positive Handling/restraint should only be used when all other strategies which do not employ force have been tried and found unsuccessful or in an emergency situation.**

Reasonable force would **not** include any of the following:

- Holding a child around the neck, collar or other way that may restrict breathing
- Slapping, punching, kicking or tripping a child. Holding or pulling a child by their hair or ear
- Twisting or forcing limbs against joints.
- Indecently touching or holding.
- Holding a child face down on the ground
- Lifting a child off the floor in order to intimidate

Types of incident where the use of force may be necessary are given as:

- **Action due to imminent risk of injury**
- **Action due to imminent risk of significant damage to property**
- **Action where a pupil is compromising good order and discipline**

Examples of situations that fall into one of the first two categories are:

- 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 classrooms in a way in which he/she might have or cause an accident likely to injure her/himself or others
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)

Examples of situations that fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom
- A pupil is behaving in a way that is seriously disrupting lesson

It would be unusual to restrain a child for these reasons; we would usually remove the rest of the children from the scene and allow the child concerned to calm down safely.

### **Authorisation**

In all cases, the person exercising the restraint must be authorised by a member of the senior leadership team. At Shaw Wood Academy, all staff have a duty to keep children and adults safe and therefore **all staff are deemed authorised to implement positive handling.**

### **Implementing Positive Handling**

Unless there is significant and serious risk of immediate harm, in the event of restraint becoming necessary, staff involved should advise the child calmly and repeatedly about what they are going to do and why. This gives the child the opportunity to change his/her behaviour. Any other children and adults present should also be warned.

**A second adult, where possible, should be called to reduce the risk of the member of staff or child suffering bodily harm and as a witness if allegations of assault are made later by the child.**

While intervening, the member of staff must:

- employ minimum physical force necessary for the minimum period needed
- wherever possible keep talking to the child and give choices as to how they could behave in a manner that would avoid the need for restraint
- avoid committing any act of punitive violence
- keep his or her temper

Types of restraint which may be appropriate:

- Tactics in which a young child is non-physically restrained without injury until the child calms down (e.g. talking calmly and purposefully to the child, removing other children from the vicinity)
- Physical contact with a young person designed to control the young person's movements, which pose a danger (e.g. holding hands, holding by the arms against the side of the body). Standing by the side of the young person is likely to minimise the risk to adult and young person.
- The holding of a young person's arms or legs to prevent/restrict striking/kicking.
- The use of sufficient physical force – without causing injury – to remove a weapon/dangerous object from a young person's grasp
- Physically preventing a young person from exposing themselves to possible danger by leaving the premises.

**Pupils should not be placed face down on the floor. Specialist accredited training is necessary for this procedure.**

If restraint is required for an extended period (for example, more than five minutes), a senior member of staff must monitor the situation closely with a view to safeguarding the child and the staff concerned.

### **When not to use physical restraint**

Staff must always use their judgement in deciding whether a situation warrants the use of physical restraint. Occasions when physical restraint, by an individual, should not be used include:

- A physically large pupil,
- More than one pupil, or
- When the teacher believes that they or the child 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,
- If necessary, telephone the police,
- Inform the pupil(s) that help will be arriving,
- Until assistance arrives, the member of staff should continue to attempt to defuse the situation orally, and try to prevent the incident from escalating.

### **After Restraining**

**Parents MUST be informed as soon as possible and before home time wherever possible.**

### **Recording**

After the incident, it is vital that a full report is completed in the 'Bound and Numbered Book' located in the main school office and reported by all concerned on CPOMS in order to support the child, those members of staff involved, any other children involved and parents. This should occur within 24 hours of the incident.

Staff and children involved will undertake a de-briefing meeting within 24 hours. The parents should meet with the Headteacher/member of the SLT/PCT as soon after the incident as possible. Copies of the form will be kept in the office and, if appropriate, copies added to special educational needs files and sent to all concerned in the incident including parents. If an injury has been incurred to anyone involved, the usual procedures regarding this will be followed.

The Executive Headteacher, Leadership Team and Governors need to ensure that, as far as possible, preparation and planning has taken place to identify areas where physical restraint might be used. However, the school may also have to intervene in circumstances where preparation and planning have not been possible. When physical restraint takes place, the school will always endeavour to protect children and adults from physical harm, however, there may be cases in which some discomfort and/or bruising may occur, to both staff and children, as a result of the restraint taking place.

If physical restraint is necessary to manage the behaviour of an individual, it would be appropriate to instigate a Personal Support Plan (PSP) during de-briefing meetings. In the event of physical restraint being necessary on more than one occasion, it would be appropriate to include positive handling advice in the child's Individual Education Plan (IEP). It is also necessary to compile an individual risk assessment in discussion with all staff, parents and any relevant outside agencies. In the case of a child with a statement of educational needs, there will be opportunities to address issues of challenging behaviour at annual review meetings and an interim review organised in exceptional circumstances.

Looked-After Children will have a Personal Education Plan which features planning and strategies to address challenging behaviour, where appropriate.

The Executive Headteacher, Leadership Team and Governors need to ensure that all authorised staff understand and accept the responsibility of their role by being aware of the guidelines in this policy. Records are to be kept of any physical restraint or incident involving physical contact. These are to be clear, comprehensive and prompt (completed within 24 hours of incident).

Parents must be informed and consulted each time a child is restrained and forms completed. These records will be part of an ongoing annual review procedure that examines practice and informs future planning.

### **Child Protection Issues**

If, after receiving the report of an incident where physical intervention has occurred, the Headteacher considers the school's guidelines have been seriously breached and that further investigation is warranted. The incident should then be reviewed in accordance with Child Protection procedures. In these circumstances, any school internal investigations must cease and no further statements should be taken. If the school's guidelines have been breached, the Executive Headteacher will contact the LADO (Local Authority Designated Officer) and advise the staff member to consult his/her professional association.