

South View Community Primary School

Positive Handling Policy



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(Deputy Head Teacher)

Last reviewed: January 2025

SECTION 1: INTRODUCTION

This policy has been prepared for the support of all teaching and support staff who come into contact with pupils who may need to be positively handled.

This policy should be read in conjunction with other school policies relating to interaction between adults and pupils specifically the school's Behaviour Policy.

The policy will be reviewed bi- annually by the Headteacher, SENDCo and Governing Body.

SECTION 2: PURPOSE OF THE POLICY

Good professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in school respond positively to the discipline practised by the staff. This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in exceptional circumstances staff may need to take action in situations where the use of positive handling may be required.

Every effort will be made to ensure that all staff in South View CP School:

- I. clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where positive handling is necessary and
- II. are provided with appropriate training to deal with these difficult situations should they occur.

The application of any form of positive handling places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow the policy and to **seek alternative strategies wherever possible** in order to prevent the need for positive handling.

Positive Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

SECTION 3: DEFINITIONS

(a) Physical Contact

Situations in which proper physical contact takes place between staff and pupils, e.g. in sports/PE or to comfort pupils.

(b) Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

(c) Positive Handling

This will involve the use of reasonable force when there is a risk to pupils, staff or property or if good order is being seriously prejudiced. All such incidents will be recorded.

SECTION 4: UNDERPINNING VALUES

Everyone attending or working at South View CP School has the right to:

- a recognition of their unique identity
- be treated with respect and dignity
- learn and work in a safe environment
- be protected from harm

Pupils attending this school and their parents have a right to:

- individual consideration of pupil's needs by staff that has responsibility for their care and protection
- expect staff to undertake duties and responsibilities in accordance with the school's policies

- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in the school
- be informed about the school's complaint procedure

The school will ensure that all pupils understand the need for and respond to clearly defined limits which govern behaviour in the school.

SECTION 5: TRAINING

Positive Handling training (Team Teach) will be made available to designated staff and will be the responsibility of the SENDCo. No member of staff will be expected to undertake positive handling without appropriate training. Prior to the provision of training, guidance will be given on action to be taken.

SECTION 6: STRATEGIES FOR DEALING WITH CHALLENGING BEHAVIOUR

Staff consistently use positive strategies to encourage acceptable behaviour and good order. Every effort will be made to resolve conflicts positively. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches will be taken according to the circumstances of the incident:

- a) Verbal acknowledgment of unacceptable behaviour with request for the pupil to refrain; this includes negotiation, care and concern.
- b) Further verbal reprimand stating:
 - this is the second request for compliance
 - an explanation of why observed behaviour is unacceptable
 - an explanation of what will happen if the unacceptable behaviour continues.
- c) Warning of potential need to intervene physically and that this will cease when the pupil complies. If possible, summon assistance.
- d) Physical intervention. Reasonable physical intervention using the minimum degree of contact to prevent a child harming him or herself, others or property.

SECTION 7: ESCALATING SITUATIONS

The 1996 Education Act (Section 550A) stipulates that reasonable physical intervention may be used to prevent a pupil from doing, or continuing to do any of the following;

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom, during a teaching session or elsewhere (this includes authorised out-of-school activities)
- self-injuring or placing himself or herself at risk
- injuring others
- causing damage to property, including that of the pupil himself or herself
- committing a criminal offence (even if the pupil is below the age of criminal responsibility)

SECTION 8: TYPES OF INCIDENTS

Incidents described above fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury, or significant damage to property
- Where a pupil is behaving in a way that is compromising good order or discipline

Examples of situations which fall within one of the first two categories are:

- a pupil attacks a member of staff or another pupil
- pupils are fighting

- a pupil is causing, or at risk of causing injury, damage by accident, by rough play, or by misuse of materials or objects
- a pupil is running in a corridor or in a way which he or she might have or cause an accident likely to injure him or herself
- a pupil absconds from a class or tries to leave the school

Examples of behaviour which fall into the third category are:

- a pupil persistently refusing to do as requested
- a pupil is behaving in a way that is seriously disrupting a lesson

SECTION 9: ACCEPTABLE MEASURES OF PHYSICAL INTERVENTION

Positive handling can only be deemed reasonable if:

- it is warranted by the particular circumstances of the incident
- it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent
- it is carried out as the minimum to achieve the desired result
- the age, understanding and the gender of the pupil are considered
- it is likely to achieve the desired result

Wherever possible, assistance will be sought from another member of staff before intervention.

The form of physical intervention may involve staff doing the following:

- physically interposing themselves between pupils
- blocking a pupil's path
- escorting a pupil
- shepherding a pupil away

Any such measures will be most effective in the context of the overall ethos of the school, the way in which staff exercise their responsibilities, and the behaviour management strategies used. Whenever positive handling is used, staff will keep talking to the pupil.

SECTION 10: RECORDING

Where positive handling has been used, a record of the incident always needs to be kept. All recording needs to be completed as soon as possible after the incident and needs to include the following:

- Child's name and year group
- Name of person using measure
- Names of any other people present
- Location of incident
- Date and time of incident
- Events leading to the incident
- De-escalation techniques used
- What you did – what you said – what you tried (additional comments)
- Reason for the positive handling including further information
- Description of measure used
- Conclusion of positive handling
- Name of staff member completing report
- Name, injuries sustained, and any action taken
- Name of person notified (parent/carer), date and time, notes and name of who informed
- Name of senior staff (to sign off) including date

After the review of any incident, a copy of the recording form will be placed on the pupil's file on My Concern. All records will be added by the Head Teacher or Deputy Head Teacher. This can be found in Appendix 1.

SECTION 11: ACTION AFTER AN INCIDENT

The Headteacher will ensure that each incident is shared with parent/carer reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Child Protection Procedure
- Staff Facing Allegations of Abuse Procedure
- Staff or Pupil Disciplinary Procedure
- School Behaviour Policy
- Exclusions Procedure

Members of staff will be kept informed of any action taken.

In case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

SECTION 12: COMPLAINTS

The availability of a clear policy regarding Positive Handling and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be dealt with under the school's Complaints about Staff Procedure Policy. The Chair of Governors will be informed of complaints, but other governors will not be involved as a complaint may require further action on their part.


SECTION 13: MONITORING OF INCIDENTS

Whenever a member of staff has occasion to use positive handling, this will always be recorded and documented. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour can only be contained using positive handling. This process will address patterns of incidents and evaluate trends which may be emerging.

This policy is written following guidance from the following DFE guidance documents:

- Use of reasonable force; advice for head teachers, staff and governing bodies, 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
- Reducing the Need for Restraint and Restrictive Intervention; Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings, June 2019
 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf

Next review: September 2025

Role	Name	Signature
SENDCo	Corrine Mitcham	
Head teacher	Jo Tomlins	
Chair of Governors	Paul Weston	

APPENDIX 1: POSITIVE HANDLING RECORD

Part 1

Child's name: _____ **Year Group:** _____

Name of person using measure: Click or tap here to enter text.

Name(s) of any other people present: _____

Location of Incident: Click or tap here to enter text.

Date and Time of incident: _____

Events leading to incident

(What was happening for the child before the incident, what seemed to trigger the behaviour, who else was involved or present?)	<small>Click or tap here to enter text.</small>
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De-escalation techniques used. Please mark the appropriate boxes with a Y.

<input type="checkbox"/> Humour	<input type="checkbox"/> Distraction	<input type="checkbox"/> Calm Talking
<input type="checkbox"/> Verbal Advice and Support	<input type="checkbox"/> Diversion	<input type="checkbox"/> Calm Stance
<input type="checkbox"/> Firm Clear Directions	<input type="checkbox"/> Reassurance	<input type="checkbox"/> Patience
<input type="checkbox"/> Negotiation	<input type="checkbox"/> Planned Ignoring	<input type="checkbox"/> Withdrawal Offered
<input type="checkbox"/> Limited Choices	<input type="checkbox"/> Reassuring Touch	<input type="checkbox"/> Withdrawal Directed
<input type="checkbox"/> Adult Swap	<input type="checkbox"/> Reminders about Consequences	<input type="checkbox"/> Success Reminders

What you did – what you said – what you tried (additional comments):

Click or tap here to enter text.

Reason for the positive handling. Please mark the appropriate boxes with a Y.

<input type="checkbox"/> Risk to Self	<input type="checkbox"/> Prevention of psychological distress to self	<input type="checkbox"/> Prevention of Criminal Offence
<input type="checkbox"/> Risk to Others	<input type="checkbox"/> Prevention of psychological distress to others	<input type="checkbox"/> Temporary Loss of Competence or Capacity
<input type="checkbox"/> Risk to Physical Environment	<input type="checkbox"/>	<input type="checkbox"/>

Further information about reason for positive handling.

Description of measure used. (What you said? What you did?)

How long did the physical measure last?	_____
Any consequence of the use of this measure?	_____
Any injury to child? Give details.	_____
Any injury to others? Give details.	_____
Any medical treatment given? Who to and what?	_____

Conclusion of Positive Handling

(How did the physical intervention come to an end, and what help and support did you offer to the child?)	Click or tap here to enter text.
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Name of Staff Member completing report: _____ **Date:** _____

Part 2 – Completed by Head Teacher or Deputy Head Teacher
Section to be completed ONLY if any injuries were sustained Injuries

Name	Injuries Sustained	Action Taken (e.g. First aid given/ accident form completed/ visit to hospital/etc)
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Who was told about the Positive Handling? NB Parents MUST be informed.

Name of Person Notified	Date and Time	Notes	Informed by:
Parent: Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Name of Senior Staff: Choose an item. _____

Date: Click or tap to enter a date. _____