



POSITIVE HANDLING POLICY 2019

RESTRICTIVE HANDLING

Is the range of methods used to control a person's behaviour by using bodily contact. It is used to limit the movement and freedom of an individual against their consent.

NON-RESTRICTIVE HANDLING

Is the range of methods and strategies used to control a person's behaviour that does not require physical force against a person's will. As such the person is, to a degree, compliant.

WHAT IS POSITIVE HANDLING?

Positive handling is the positive application of a physical force with the intention of protecting the child from a physical assault or threatened assault to themselves or others, preventing a child from running away or escaping school grounds or the prevention of damage to property. The proper use of positive handling requires skill and judgement as well as knowledge of non-harmful methods of restraining. The decision to use positive handling as a restrictive physical intervention must be based on the immediate circumstances at that time and risks must be made associated to the use of the intervention compared to the non-use of employing a restrictive intervention. Whichever intervention is used, it must only employ the minimum amount of force that is necessary, reasonable and proportionate applied for the shortest period of time.

LEGAL GUIDELINES AND FRAMEWORK

Refer to guidance in the 'Use of Reasonable force' by the Dfe)

Positive handling should be limited to emergency situations and used only in the last resort. Section 550A of the Education Act 1996 allow teachers, and other members of staff at a school who are authorised (see Appendix 3) by the Head teacher, to use such force as is reasonable in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage to property. The guidance extends this to maintaining good order and discipline, for both on-site and off- site activities.

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

There is no legal definition of reasonable force. The Criminal Law Act (1967) allows any person to use such force as is **reasonable** in the circumstances to prevent an offence (e.g. physical assault) being committed. Reasonable minimal force is based on two primary issues; that any force applied must be both **necessary** and **proportionate** in the circumstances if it is to be considered reasonable.

NECESSARY

The use of force a person would think it would be necessary to do when confronted with a situation.

PROPORTIONATE

The use of force must be proportionate to what is intended to prevent. The standard of what is reasonably proportionate to the amount of harm likely to be suffered by the person or likely to result in if the forcible intervention is not made.

General Aims

The staff at Becket Primary School recognise that the use of reasonable force is only one of the strategies available to secure pupil safety/well-being and also to maintain good order and discipline.

Our Positive Handling Policy is part of our pastoral care procedures and is linked to our Behaviour Policy, Anti Bullying Policy, Discipline and Behaviour Policy and the Safeguarding Policy, Local Authority as well as the government guidance.

THE AIMS OF THE POLICY ARE TO:

- Protect every person in the school community from threat or harm.
- Protect all pupils against any form of physical intervention which is unnecessary, unreasonable or not use in proportionate.
- Provide full support and up to date information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal with effectively any situation that requires intervention.
- Apply the minimum degree of force necessary to accomplish positive handling.
- Maintain accurate records of incidents where positive handling (including restraint) has been employed and informing parents of any circumstances arisen.

RISK ASSESSMENT

Although most young people at Becket Primary School will never require any form of positive handling, staff may have to deal with some young people who exhibit disturbed, distressed and distressing behaviour. It is therefore necessary to carry out a risk assessment. There will be three kinds of risk assessment in place.

INDIVIDUAL RISK ASSESSMENT OR CONSISTENT HANDLING PLAN

The school's respect for the rights of the individual takes into consideration the context of The Human Rights Act (1998) Article 2 – The right to life.

The school's ethos and the guidance in this policy are based on the presumption that every adult and child is entitled to:

- Respect for his/her private life
- The right not to be subjected to inhuman or degrading treatment
- The right to liberty and security: and
- The right not to be discriminated against in his/her enjoyment of those rights.

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, it is our intention to plan how to respond if the situation arises.

Such planning needs to address:

- Managing the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary); Involving the parents to ensure that they are clear about the specific action the school might need to take;
- Briefing staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance);

- Ensuring that additional support can be summoned if appropriate.
- If positive handling is likely to be necessary this should be included in the pupil's Individual Education Plan (IEP) or Consistent Handling Plan together with information on: de-escalation strategies; the manner in which the pupil will be held; how support can be summoned if needed;
- Any medical factors to be considered.

DYNAMIC RISK ASSESSMENT

- These are carried out to identify hazards, assess risk, take action to eliminate or reduce risk, monitor and review, in any rapidly changing circumstance within or outside the school. The procedures flow chart is to be used accordingly and appropriately to the result of the risk assessment.

GENERIC RISK ASSESSMENT PROCEDURES

It is important to consider the actions necessary should positive handling be used. Staff need to be aware of the necessary steps of actions to be carried out, the strategies deemed acceptable and the recording procedure that should be in place. All staff is to have read the Action flow chart (See Appendix 3)

Restrictive use of force should only be used as a last resort when a non-restrictive option is failing or is likely to fail, provided that it is proportionate, necessary and reasonable.

DE-ESCALATION AND POSITIVE HANDLING STRATEGIES

Staff need to be aware of strategies and techniques for dealing with difficult pupils and steps, which they can take to diffuse and calm a situation so that the use of restrictive handling is not necessary.

THE FOLLOWING STEPS CAN MAKE A DIFFERENCE TO THE CHILD'S BEHAVIOUR:

- Acknowledge the child by their name (Status/Rapport)
- Acknowledge their right to their feelings (Fairness/status)
- Tell them why you are there. (Rapport/Status)
- Tell them what they can do (Autonomy/status)
- Offer a 'get out' clause (Status/autonomy)

WHEN USING THESE STEPS ALWAYS TRY TO:

- Move calmly and confidently
- Make simple clear statements
- Intervene early
- Maintain eye contact
- Keep your distance and in sight of the child's peripheral vision
- Summon help if deemed necessary or behaviours begin to change

NON-RESTRICTIVE INTERVENTIONS

<p>Prompting</p>	<ul style="list-style-type: none"> • Incite or move person to action, assist with suggestion. • Pointing the way to go • Use a wall as a blocking aid 	<p>Make good use of effective communication skills. Maintain eye contact and good use of distance. When safe to do so light prompt can be used such as an elbow.</p>
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Escorting/Guiding	Accompany a person to a destination with their consent	Place hands lightly on elbow and forearm and guide. If necessary a hand placed lightly without pressure on the back can be used for encouragement and guidance.
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WHEN MIGHT IT BE APPROPRIATE TO USE NECESSARY, REASONABLE AND PROPORTIONATE FORCE?

When a pupil is (or is about to):

- Commit an offence.
- Cause personal harm or the threat of personal harm to either themselves or another person.
- Cause damage to the property of the school or another person
- Engage in behaviour that disrupts the maintenance of good order and discipline at the school or amongst its pupils.

EXAMPLES OF THE FIRST THREE CATEGORIES ARE:

- Removing a disruptive child from the classroom that has refused to follow an instruction
- Preventing a pupil behaving in a way that disrupts a school event, trip or visit.
- Preventing a pupil from leaving the classroom where allowing them to leave would risk their safety.
- Preventing a pupil from attacking a member of staff or another pupil or to stop a fight in the playground.
- Restrain a pupil from causing self-harm through physical outbursts.

EXAMPLES OF THE LAST CATEGORY ARE:

- A pupil persistently refuses to obey an order to leave the classroom
- A pupil is behaving in such a way that is seriously disrupting a lesson/trip?
- Physical interventions

THESE MIGHT INVOLVE STAFF:

- Physically interposing between pupils
- Blocking a pupils path
- Holding
- Pushing
- Pulling
- Leading a pupil by the hand or the arm
- Escorting a pupil by placing a hand in the centre of the back
- (In extreme circumstances) using one or more restrictive holds

RESTRICTIVE HOLDS

Low level/Least restrictive restraint	Isolation of the pectorals chest muscles which impede arm movement	A person's arms being held back and high with their elbows tucked under the member of staff's armpits.
Cupped Fist Hold	As above but allows for a more firmer hold should a fist be	As above but the outer arm covers the fist with a cupped hand and a slight elevation of the arm for continued immobilisation without harm.

	made by the child	
Straight Arm immobilisation	Reduces the need for struggle should a child begin to wriggle or struggle to free themselves.	Hold arms out straight to the sides with a cupped arm under the tricep and a firm hand cupped over lower forearm locking out elbows – no gripping should be made. Note: A rest break can be made by both adults stepping back with arms into a locking position.
Disengaging from a standing hold	Releasing the person out of a hold	In all circumstance, after escorting/guiding the person to where you want to go and the subject has calmed down and regained their composure, extend the subject in front of you and with your spare arm gently place on the rear of the shoulder and guide them forward whilst releasing the hold. Note: Never apply force to PUSH the subject.
Seated Rest Position	Allows time for subject to de-escalate whilst in a comfortable seated position.	After using the above standing techniques to escort to a chair/s, simply ease subject into the seat. There are different techniques to use when in a seated position to de-escalate a situation.

Seated Rest Position Variations	Allows staff to deal with kicking in a seated position	<ol style="list-style-type: none"> 1. Simply rest the leg over the subject's leg to add weight and impede movement. 2. If still able to kick out use both legs to contain a leg in a cross position. 3. If possible both staff members use their legs to gently push inwards on the subjects legs to lock them in place.
Disengaging from a seated position	Allows staff to release a person from a seated position	Once the subject has calmed down and regained composure, staff should release hold gradually: <ol style="list-style-type: none"> 1. The legs are first to be released. 2. The staffs inner arm should be brought out and cover the hand still holding the forearm on the subject's leg. (Not staff's leg) 3. Staff to step forward and release the hand at the same time whilst always keeping eye contact.

If no chairs are available then kneeling positions should be adopted, the same techniques are applied as the seating position.

Note: At no time should pressure be applied through any joints or the spine. The arms should never be over-extended in terms of flexion or by the extension of any of the subject's joints. Care must also be taken not to over extend the area of the shoulder girdle and not put any unnecessary pressure on the shoulder area.

PHYSICAL RESTRAINT MUST NOT:

- Involve only one member of staff handling the situation
- Involve hitting the pupil
- Involve deliberately inflicting pain on a child
- Restrict the pupil's breathing - **NEVER** lay a child in a prone or lying down position.
- Involve contact with areas of the pupil's body that are highly sensitive.
- Straddle the pupil in any form
- Push arms up the back
- Touch the pupil near their throat or head
- Put pressure on any joints
- Continue restraining if it is dynamically assessed that the risk is too high and therefore disengagement is the most reasonable option.

WHAT SHOULD YOU DO DURING PHYSICAL RESTRAINT?

If you have assessed the risk and a physical restraint is necessary you **MUST**:

- Remove the rest of the class if necessary
- Summon help immediately from a trained member of staff (See Appendix); this might be using a device or a child to carry a message.
- Be aware of any accessories worn or carried by you or the child
- Reduce the danger of any accidental injury
- Be aware of the child's feelings at all times
- Keep talking to the person and offer verbal reassurance even if the child does not reply.
- Not rush in or stand in an aggressive stance
- Keep within the pupil's peripheral vision. (Never come from behind)

REMEMBER – Always use the minimum, necessary, reasonable and proportionate amount of force for the minimum amount of time.

RECORDING OF POSITIVE HANDLING

Staff should record all incidents of positive handling (including restraint) in accordance with this policy and report these to the head teacher.

- Details to record will include:
 - Name of pupil
 - Staff members involved
 - Factors leading to use of positive handling including restraint
 - Strategies and techniques employed prior to physical restraint
 - How was physical restraint employed
 - Outcome of physical restraint
 - Parents/Cares contacted for explanation
 - Any other action taken

A record of the incident form should be kept in the pupils file kept centrally.

A record of any violent or threatening behaviour within school, including verbal abuse or threats of violence should be sent to North Somerset Council -Schools Health & Safety Section– Form 4 REPORT OF VIOLENT/ AGGRESSIVE OR THREATENING BEHAVIOUR FORM- See Appendix 5

COMPLAINTS

Becket Primary School has a duty of care to all its pupils and staff and is bound to act in accordance with the procedures for positive handling as outlined in this policy. A clear policy that is informed correctly to all staff, pupils and governors and adhered to as well as Involving parents immediately at the time of when an incident occurs should help to avoid complaints being made against the school. It will not prevent all complaints, however, and a dispute against a member of staff about the acceptable use of force might lead to further investigation. All complaints are dealt with according to the school's Complaints Policy and procedures.

Staff, subjected to physical violence or assault, have the right to be supported in making a formal complaint to another authority and, if necessary taking private action against the assailant.

Adhering to the principles and procedures referred to in this policy is part of the school's effective practice and should ensure there is minimum risk to our pupils in our care as well as enhance our self-protection.

TRAINING

It is the responsibility of the Head Teacher to ensure that staff members are fully informed of the policy and what aforesaid authorisation entails. It is their responsibility to arrange appropriate training or guidance for staff as well as maintain an up to date list of authorised staff within school and the other staff members are fully aware of who they are.

Additional support and advice can be obtained in the 'Positive Handling in Schools' handbook kept in the Head Teachers office.

Signed:

Head Teacher

Date:

**Chair of
Governors**

Date:

References:

The Human Rights Act (1998)
The Common Law Act Section 3(1)
The Criminal Law Act 1967
Use of Reasonable Force (Guidance only) DFE

- Appendix 1 – Record of Positive Handling
- Appendix 2 – Authorised Staff – Positive Handling
- Appendix 3 – Procedural Flow Chart
- Appendix 4- Generic Risk Assessment
- Appendix 5- Report of violent/ aggressive or threatening behaviour form.

Appendix 1

Record of Positive Handling (Including Restraint)

Date of incident:		Time of incident:	
Pupil Name:	Class:	Year Group:	D.o.B:
Member(s) of staff involved:			
Adult witnesses to restraint:			
Pupil witnesses to restraint:			
Outline of event leading to positive handling (including restraint) – including other strategies tried and reasons for using positive handling rather than another strategy:			
Outline of incident of positive handling (including restraint method used if appropriate):			
Outcome of positive handling:			

Description of any injury(ies) sustained by pupil (or other persons) and any subsequent treatment:

Date parent/carer informed of incident:

Time:

By whom informed:

Outline of parent/carer response:

Name & signature of staff member completing report:

Date:

Signature of Head: Date:

Brief description of any subsequent inquiry/complaint or action:

APPENDIX 2

Authorised Staff – Positive Handling

From section 550A of The Education Act 1996:

9. The Act allows all teachers at a school to use reasonable force to control or restrain pupils. It also allows other people to do so, in the same way as teachers, provided they have been authorised by the Head teacher to have control or charge of pupils. Those might include classroom assistants, care workers, midday supervisors, specialist support assistants, education welfare officers, escorts, caretakers, or voluntary helpers including people accompanying pupils on visits, exchanges or holidays organised by the school.

Head teachers should identify people, other than teachers, whom they wish to authorise to have control or charge of pupils and therefore be able to use force if necessary. Authorisation may be on a permanent or long-term basis because of the nature of the person's job, or short term for a specific event such as a school trip. The Head should explicitly inform the people concerned, and ensure that they are aware of and properly understand what the authorisation entails. To ensure this, Heads may find it helpful to arrange for a senior member of the teaching staff to provide training or guidance. They will maintain an up-to-date list of authorised people and ensure the teachers know whom they are.

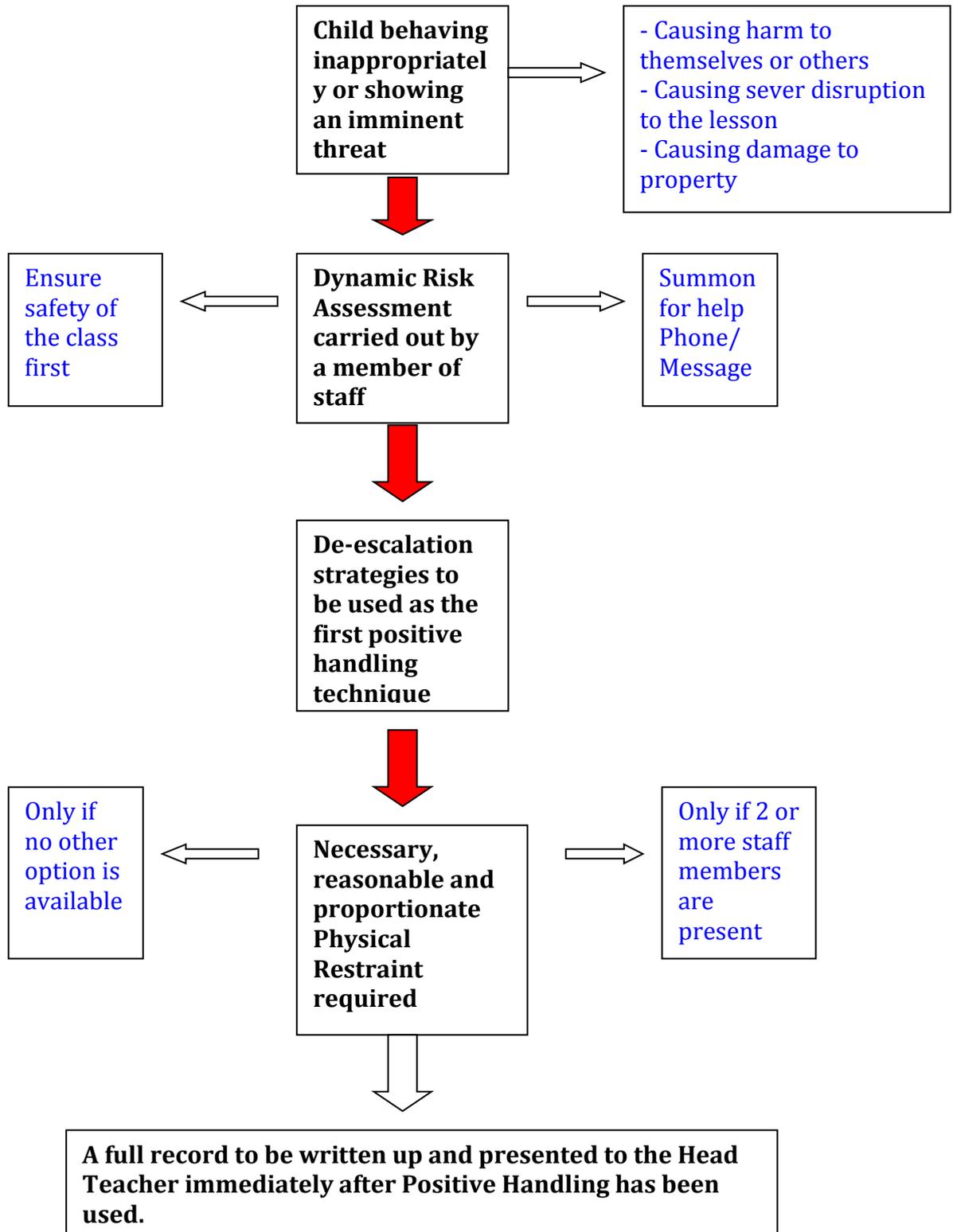
Staff members currently trained in the application of Positive Handling including restraint:

Name of staff member	Date of Training:

Appendix 3

Staff Procedural Flow chart of actions for Positive Handling

All staff are to follow the flow chart when deciding on whether to initiate positive handling for a child.



Appendix 4 : Generic Risk Assessment

Risk area: Child with aggressive and violent behaviour

Assessment performed by:	Head Teacher / Deputy Head Teacher
Workplace:	<i>Becket Primary School</i>
Employer:	Governing Body

Some Potential Hazards in this Risk Area	Estimated Risk Level			Some Useful Controls in this Risk Area	Action Dated
	High	Med.	Low		
1. Physical harm to himself/herself	✓			1. Clear and agreed procedures for dealing with child 2. Limited access to pregnant staff 3. Removing other children away from child, when needed 4. Removing potentially harmful equipment/furniture away from child, when needed 5. Training provided to all staff 6. Providing child with access to Learning Mentor 7. Reassuring peers and making them aware of child's needs/difficulties 8. Written and photographic record of all violent episodes	
2. Physical and emotional harm to other children	✓				
3. Physical and emotional harm to a member of staff	✓				
4. Physical and emotional harm to pregnant members of staff	✓				
5. Lack of 'cooling off' area / designated room within school	✓				
6. School personnel not adequately trained	✓				
7. Impact on staff stress levels and well-being due to recent critical incident	✓				
8. Impact on children in the same class's stress levels and well-being due to recent critical incident	✓				
9. Damage to school property					

If one of these hazards is identified in your school, please tick (✓) the level of risk, and indicate the date when any consequent controls were put in place. For additional hazards and/or control measures, please use the table below.

Additional Hazards Identified in this School	Estimated Risk Level			Control Measures to be Instituted	Action Dated
	High	Med.	Low		

People at risk (✓):	Pupils	<input type="checkbox"/>	Staff	<input type="checkbox"/>	Parents	<input type="checkbox"/>	Parent helpers	<input type="checkbox"/>	Visitors	<input type="checkbox"/>	Contractors	<input type="checkbox"/>
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Employees informed of risk assessment via all of the following means:	1. Urgent announcement (if deemed necessary) to pupils and/or staff 2. Copy of this RA to all staff for insertion in their RA Handbooks 3. Copy of RA on notice boards and wherever else appropriate
Employees to report newly-identified hazards via:	Written notification to the Head Teacher / School Safety Officer / other <i>(delete as appropriate; if 'other' please specify)</i>
Date of next assessment:	November 2015
Assessment frequency:	Termly
Date:	Signed:

Appendix 5

ONE COPY TO BE RETAINED AT YOUR WORKPLACE AND ONE COPY TO BE SENT TO JO CRICKSON, HEALTH & SAFETY / PERFORMANCE ADVISOR, CHILDREN & YOUNG PEOPLE'S SERVICES, SCHOOLS HEALTH AND SAFETY, 1ST FLOOR, TOWN HALL, WESTON-SUPER-MARE, BS23 1ZZ. TEL: 01275 888335. FAX: 01275 884338



REPORT OF VIOLENT / AGGRESSIVE OR THREATENING BEHAVIOUR FORM

PART 1 – DETAILS OF PERSON(S) SUBJECT TO ASSAULT

NAME OF SCHOOL			
FULL NAME OF PERSON INVOLVED	HOME ADDRESS & POSTCODE TEL:	DATE OF BIRTH	
		SEX M / F	AGE
OCCUPATION:		WORK BASE:	
ANY INJURY SUSTAINED YES <input type="checkbox"/> (COMPLETE APPROPRIATE ACCIDENT REPORT NO <input type="checkbox"/>			

PART 2 – DETAILS OF INCIDENT

DATE OF INCIDENT:	TIME OF INCIDENT (SPECIFY AM OR PM):
LOCATION OF INCIDENT:	
TYPE OF ASSAULT: VERBAL <input type="checkbox"/> THREAT OF VIOLENCE <input type="checkbox"/> PHYSICAL CONTACT <input type="checkbox"/> SEXUAL OR RACIAL HARASSMENT <input type="checkbox"/> OTHER – PLEASE SPECIFY	
DETAILS OF INCIDENT INCLUDING EVENTS LEADING UP TO IT (ON SEPARATE SHEET IF NECESSARY)	
DATE ABSENCE FROM WORK STARTED:	DATE ABSENCE FROM WORK ENDED:
OUTCOME OF ASSAULT: INJURY <input type="checkbox"/> RECEIVED FIRST AID <input type="checkbox"/> SENT TO HOSPITAL <input type="checkbox"/> SENT HOME <input type="checkbox"/> RESUMED WORK <input type="checkbox"/> NEED FOR OR RECEIVED COUNSELLING <input type="checkbox"/> ANTI-SOCIAL BEHAVIOUR <input type="checkbox"/> DAMAGE TO PERSONAL OR COUNCIL PROPERTY <input type="checkbox"/> OTHER – PLEASE SPECIFY	

PART 3 – DETAILS OF ASSAILANT(S)

NAME AND ADDRESS:	PREVIOUS INCIDENT DATE TYPE	SEX M / F	AGE
DESCRIPTIONS INCLUDING HEIGHT AND CHARACTERISTICS AND NAME(S) AND ADDRESS(S) IF KNOWN:			

PART 4 – WITNESSES

Name and Address:
Name and Address:
SIGNED BY PERSON SUBJECT TO ASSAULT:

PART 5 – ACTION TAKEN BY MANAGEMENT (On separate sheet if necessary)

WERE POLICE CALLED: YES / NO	OTHER ACTION TAKEN AT THE TIME	ANY FOLLOW-UP ACTION TAKEN?
SIGNATURE:	DESIGNATION:	DATE:

EXPLANATORY NOTES

COMPLETION OF FORM

any incidents involving assaults, serious verbal abuse, threat of violence, racial or sexual harassment should be reported on this form immediately after the incident. An Accident / Disease / Dangerous Occurrence / Abusive Behaviour Report form must also be completed in cases of injury.

FORWARDING OF FORMS

- On completion a copy should be retained at the work place.
- A copy should be forwarded to the Schools Health and Safety Section, North Somerset Council, 1st Floor, Town Hall, Weston-super-Mare, BS23 1ZZ, to determine, with departmental management, any follow-up action necessary.

DEFINITION OF VIOLENCE AND AGGRESSION

This includes any threat of or act of a physical, verbal, sexual or racial nature arising from your work.

VIOLENCE AND AGGRESSION

STATEMENT OF INTENT OF NORTH SOMERSET COUNCIL

1. We give a commitment to take positive action through procedure, instruction and training to minimise risks, where staff are susceptible to violence and aggression.
2. To support staff who are attacked or verbally assaulted, through grievance procedures, counselling or legal and procedural advice.
3. To provide INSET training to:
 - Familiarise staff with council policy / strategy
 - Make staff aware of risks / personal safety issues
 - Display techniques for handling aggressive people
 - Explore the legal considerations concerning physical restraint.