CHRIST THE KING PRIMARY SCHOOL

POSITIVE HANDLING POLICY

Approved by Governors:

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Review date :

'The right to be safe and protected from violence, abuse and neglect' ***Article 19, UNCRC***

'You have the right to be protected from being hurt or badly treated'
***Article 19, UNCRC* (child-friendly version)**

1.0 Policy Statement

1.1 This policy is based on Welsh Government Circular 097/2013 “Safe and Effective Intervention”. This policy should also be read and considered when school are determining risk assessments for the return of individual pupils who may have required to be supported using physical intervention.

1.2 At Christ the King Catholic Primary School we work to ensure each individual pupil is able to reach his or her potential. Every child is entitled to learn and every teacher is free to teach in an environment that is safe, secure and free from distraction. The guiding principles to achieve this should be established in the school policy on positive behaviour management.

1.3 Staff at Christ the King are committed to providing the highest standards in protecting and safeguarding the welfare of children and young people entrusted to its care. We recognise there is a need in line with Section 93 of the *Education and Inspections Act 2006* which replaced the *1996 Education Act Section 550A*, to intervene when there is an obvious risk of safety to pupils, staff and property.

1.4 For the most part this is achieved through the fostering of good relationships, and the normal application of positive behaviour management to support and intervene. However, in exceptional or extreme circumstances this may involve positive handling..

1.5 It should be emphasised that if used at all, restraint (referred to in this document as **positive handling**) should be seen in the context of a further positive action of care and concern. In line with School Service advice and guidance, it is used as a ‘last resort’ option and in the most extreme cases, other strategies will always have been attempted first. There may be young people within the school whose challenging behaviour may require a risk assessment to be undertaken.

1.6 As best practice regarding positive handling this policy should be considered alongside other relevant school policies, specifically those involving behaviour, health and safety and child protection.

ALN Statement

Christ The King Primary School is committed to providing an inclusive learning environment in line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales 2021. We are dedicated to identifying , assessing and making provision for Additional Learning Needs at the earliest opportunity , working in collaboration with pupils, parents, and relevant professionals. Our approach is based on promoting equity, respecting diversity, and ensuring that all pupils are provided with opportunities to meet success .

2.0 What is The Legal Use of Reasonable Force To Control Pupils?

2.1Teachers and other persons authorised by the Head teacher to have charge of pupils, may use reasonable force to prevent pupils: causing injury to themselves or others committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility causing serious damage to property causing disruption by engaging in behaviour which is seriously prejudicial to good order and discipline.

2.2 Reasonable force has no legal definition but: Staff must take into account the circumstances of the incident, age, sex and development of the pupil The degree of force must be proportional to the seriousness of the situation, behaviour or consequences it is intended to prevent, and always be the minimum force needed Force could not be justified for a trivial misdemeanour or a situation that

could be resolved without it Everyone has the right to self-defence provided they do not use a disproportionate degree of force. Use of force as a punishment is unlawful.

3.0 Objectives Of This Policy

3.1 To provide all staff, governors, parents and pupils with an understanding of care and control and the use of positive handling.

3.2 To emphasise that the use of positive handling is: part of a positive care and control approach to discipline and welfare last resort, or a necessary expedient option to be used in extreme circumstances.

3.3 To ensure that all members of staff or authorised persons who may have to positively handle pupils clearly understand the options and strategies open to them

4.0 Who Can Use Positive Handling

4.1 We recognise that most of the time positive handling will be used infrequently, that is, as a last resort to maintaining a safe environment.

4.2 All teaching staff are by the nature of their roles authorised to use positive handling as appropriate.

4.3 Non-teaching staff require specific authorisation. This authorisation can only be given by the Head teacher or someone deputising in her absence (Deputy Headteacher or ALNC0)

4.3 Authorised staff will be notified formally. A list of authorised staff is available.

4.4 Where possible staff who are Team Teach trained will manage positive handling incidents

5.0 Circumstances When Positive Handling Might Be Appropriate

5.1 We recognise that some children may not be able to control their reaction to events as well as others and at times may place themselves or others at risk through their uncontrolled behaviour. As indicated in 2.1, reasonable force might be appropriate when:

- Action is necessary in self-defence or because of imminent risk of injury.

Examples:

- Pupil attacks a member of staff, another pupil, attempts self-injury, pupils are fighting
- Pupil running in stairway or corridor in a way that is likely to cause injury to self or others
- Pupil absconds from a class or tries to leave school and who would be judged to be at risk if not kept in the classroom or at school.

- There is a serious and developing risk of damage to property, including the pupil's own property.

Examples:

- Pupil is causing or about to cause deliberate damage or vandalism

- Pupil is causing or at risk of causing injury or damage by accident, rough play, misuse of dangerous materials or objects

- Where pupil's behaviour is seriously prejudicial to good order and discipline

Examples:

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

5.2 Wherever possible early support from colleagues will be sought. Single handed intervention increases the risk of injury to both parties and does not provide the person intervening with the support of a colleague acting as a 'critical friend'.

The use of positive handling techniques would result in staff not complying with social distancing requirements; however, staff are instructed under current H&S guidelines to wear face coverings and to use hand sanitiser in order to safely meet the needs of the child whilst safeguarding other pupils and staff during the current period of Covid-19 restrictions. Staff mustmake every effort to

5.3 Strategies other than force will be considered

Examples:

- Providing the disruptive pupil with a choice of locations to exit to
- Giving clear directions Allowing 'take-up' time thus allowing a 'face-saving' opportunity
- Removing the audience, i.e. requesting that other pupils leave the room
- Implementing Team Teach help protocols so that another member of staff takes over the strategic lead of the incident, if he/she feels it is appropriate to do so

6.0 Procedures and practical considerations during specific incidents

6.1 Wherever practicable staff are expected to:

- Use a calm and measured approach, to give the impression they are in control
- Tell the pupil to stop, remind them of consequences, tell them what will happen if she/he does not stop
- Seek assistance from other colleagues at as early a stage as possible
- Staff who become aware that another member of staff is intervening physically with a pupil have a responsibility to provide a presence, and to offer support and assistance should this be required
- Try to defuse the situation orally and prevent escalation
- Try to remove the pupil from the peer audience
- Attempt to communicate with the pupil throughout the incident
- In as calm a manner as possible, explain that the reason for intervention is to keep the pupil and others safe and to give the impression the member of staff has not lost their temper or are not acting out of anger or frustration
- Make it clear that positive handling will stop as soon as the pupil calms and the risk assessment indicates it is no longer necessary- the action is not an attempt to punish the pupil

IIf it is not possible to control the extreme pupil without risk of injury to yourself or others, remove the other pupils who may be at risk and summon assistance.

7.0 Use of Positive Handling During Specific Incidents

7.1 Methods that staff may use in appropriate circumstances where a risk assessment judgement supports this:

- Physically interposing themselves between pupils
- Blocking a pupil's path
- Using classroom furniture to restrict movement
- Leading by the arm
- Shepherding a pupil away by a light touch on the elbow or near the shoulder

- "Assertive guiding" - remembering this is the positive application of force to control a pupil and would be used in rare circumstances, e.g. if the pupil is in extreme danger and no other alternative is available, or where reasonable force is used to assist a pupil's movement.
- Holding - for security and to reduce anxiety where there is potential risk, even if the pupil is not yet out of control. The purpose is to defuse or prevent escalation.
- When intervening staff should take care that their actions should in no way be capable of being interpreted as aggressive.
- All holds are devised to minimise the risk of injury. They should not cause pain.

Where pupils are presenting with more challenging behaviour which may require more restrictive holds, it is important that these techniques have been delivered by advanced Team Teach instructors.

7.2 Staff **may not** carry out action that might reasonably be expected to injure by:

- Holding a pupil around the neck, or by the collar, or in any other way that might restrict the ability to breathe
- Slapping, punching or kicking a pupil
- Twisting or forcing limbs against a joint
- Tripping a pupil
- Holding or pulling the pupil by the hair

7.3 Other considerations for non-urgent situations where the risk to people or property is not imminent:

- Consider carefully whether positive handling is the right course of action
- Try to deal with the situation through other strategies before using force
- Try to defuse and calm the situation to establish good order, the use of positive handling could lead to an escalation of the problem
- Take into account the age, understanding, personal characteristics of the pupil
- The use of positive handling to enforce compliance is likely to be increasingly inappropriate with older pupils
- Never use force as a substitute for good behaviour management

In non-urgent situations force should only be used when all other methods have failed

8.0 Reporting and Recording Incidents

8.1 Should an injury occur as a result of an incident at school, immediate steps will be taken to secure appropriate medical attention. This will be reported and recorded in accordance with School Service policy.

8.2 All incidents that result in restraint (where a child has to be held) will be recorded in detail.

8.3 Restraint is "the positive application of force with the intention of overpowering the client" (DOH 4/93 Section 5.2).

8.4 The member of staff concerned will report the matter orally to the Head teacher or a senior member of staff as soon as possible. The incident will be recorded in the Incident Book by staff at the earliest opportunity, ideally before the end of the school day.

8.5 Staff may wish to seek advice from a senior colleague or their professional association when compiling a report. A written report should be completed within 24 hours of the incident's occurrence,

but ideally before the end of the school day and should be signed and dated. Staff are advised to keep a copy of the report for themselves.

8.6 The Head teacher or his/her deputy will tell parents about the incident by the end of the school day. However, if parents cannot be reached a letter will be sent to inform them of the incident and offer them the opportunity to discuss the matter.

8.7 Other witnesses to the incident, staff, pupils, will also complete reports. These will be signed and dated.

8.8 The Incident Book will be reviewed by the Head teacher and Governor member with responsibility for Additional Learning Needs or Health & Safety termly to consider control measures and possible training or further training needs etc.

8.9 A copy of the Incident Report will be placed in the pupil's file.

9.0 Debriefing Following Serious Incident

9.1 Pupils and members of staff will be checked for any sign of injury and first aid will be administered if required

9.2 The pupil will be given time to become calm while staff continue to supervise him/her. When the pupil regains complete composure, a senior member of staff will discuss the incident with the pupil and try to ascertain the reason for it. The pupil will be given the opportunity to explain things from his/her point of view. All necessary steps will be take to re-establish the relationship between the pupil and the member(s) of staff involved in the incident. In cases where it is not possible to speak to the pupil on the same day the debrief will occur as soon as possible after the pupil returns to school.

9.3 All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff will provide support to the member of staff involved.

10.0 Other Procedures Concerning Incidents

10.1 If necessary and appropriate the Chair of Governors, School Service, Children’s Services or police will be informed/consulted.

10.2 Help, support and reassurance will be given where appropriate to any victims involved.

10.3 Where possible an attempt will be made to help the pupil modify their behaviour.

10.4 Where possible, the pupil will apologise, this should be meaningful or appropriate. If this cannot be undertaken then other consequences/sanctions reparations and monitoring should take place.

10.5 In serious cases exclusion will be considered.

11.0 Planning for Incidents and Meeting Training Needs

11.1 If we are aware that a pupil is likely to require positive handling on more than one occasion in a term, a plan should be drawn up detailing the Use of Reasonable Force to control pupils. This will include involving the parents to ensure they are clear about what specific action we might need to take and obtaining medical advice if the child has any specific health needs. A risk assessment and a positive handling plan (attached) will be drawn up, in consultation with all concerned and included as part of the pupil's Individual Educational Plan (IEP) or Pastoral Support Plan (PSP). It will be regularly reviewed on a termly basis.

11.2 Staff involved will, through risk assessment, have identified their training needs in this area. In cases where it is known that a pupil will require positive handling appropriate training will be provided (accessed through the Behaviour Support Service (Achievement & Inclusion service) for relevant staff.

12.0 Arrangements for Informing Parents

12.1 This policy is made available to all stakeholders on the school's website.

12.2 A section about the school's legal duty to maintain a safe environment and the possible use of positive handling (as a very last resort) with pupils will be included in the school brochure/prospectus/report.

12.3 For some children there may be the need to use specific techniques to routinely manage their challenging behaviour. This will be recorded in their IEP/IDP, Positive Handling Agreement or PSP. Such arrangements will be fully discussed with parents/carers, on an individual basis, in advance of their implementation. All intervention will be routinely recorded and monitored.

12.4 All parents will be informed after an incident where positive handling is used with a pupil.

12.5 The Head teacher can ask parents to sign a Home School Agreement (HSA) when their child joins the school. By signing the HSA parents will be indicating their agreement with the School Wellbeing (behaviour) Policy. 12.6 The Wellbeing Policy is expected to set out the circumstances in which physical intervention might be used towards a child, it should be made clear to the parent that, in signing the HSA, they are acknowledging the school's power to use reasonable force on their child as a last resort in the circumstances described in the policy.

13.0 Physical Contact with Pupils In Other Circumstances

13.1 Staff must be sensitive to matters relating to culture and gender issues and any known individual characteristics or special circumstances relating to pupils.

13.2 Some physical contact may be necessary e.g. during P.E. lessons, sports coaching, or if a member of staff has to administer first aid or medication.

13.3 Young children and children with ALN may need staff to provide physical prompts or help.

13.4 Physical contact must always be age appropriate and done openly.

14.0 Complaints

14.1 This policy is in accordance with the Schools Service Inter-Agency Policy of The Use of Reasonable Force to Control Pupils. As such, those acting in accordance with it, providing they act in good faith, working within the authority guidelines, will be positively supported in their actions.

14.2 Involving parents when an incident occurs, and having our clear policy about physical contact with pupils that staff adhere to will help avoid complaints from parents. Providing staff with approved training will also help. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools/LA's provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident. Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

14.3 All complaints will be recorded and followed up by the Head teacher or their representative in the first instance. Where appropriate the Schools Service will be notified/kept informed.

14.4 A complaint or dispute about the use of force by a member of staff might lead to an investigation under disciplinary procedures or by the Police and Social Services under Child Protection procedures. See other guidance in the School Service Child Protection Policy.

14.5 Team-Teach techniques seek to avoid injury to the service user(child), but it is possible that injury may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupils and staff remain safe.

14.6 When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

14.7 Suspension should not be an automatic response when a member of staff has been accused of using excessive force

15.0 Weapons

15.1 Reasonable force may be used in exercising the statutory power introduced under Section 45 of the Violent Crime Reduction Act 2006, to search pupils, without their consent, for weapons. This search power would apply to Head teachers and staff authorised by them, where they have reasonable grounds for suspecting that a pupil has a weapon. Reasonable force could be used by

the searcher and/or the second person (one male, one female) required to be present at a search. However, the Welsh Government strongly advises schools not to search pupils where staff decide it is not safe for them to do so, but they still suspect a weapon is present. They should NOT search and should call the Police - especially if they believe that pupils or staff are at serious risk. Guidance emphasises that the power to search is not a duty. The Welsh Government recommends training before staff are authorised to carry out searches.

16.0 Review

This policy will be regularly monitored by the Head teacher and Governors and reviewed and updated annually.

Positive Handling Plan

Name of Child_____Name of School_____Plan Number__

Positives- What is the pupil good at and what do they like doing?	Triggers- What situations have led to problems in the past?	Signs of agitation/aggression/anxiety? Early warning signals?
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

Describe any modifications to the environment or pupil routines that can be implemented to prevent anxieties rising?

1.
2.
3.

De-escalation-Describe any strategies that have worked in the past or should be avoided.

Strategy	Description of Impact	Try	Avoid
Verbal advice and support			
Firm clear directions			
Negotiation			
Limited Choices			
Distraction			
Diversion			
Reassurance			
Planned ignoring			
Contingent touch			
C.A.L.M. talking/stance			
Take up time			
Withdrawal offered			
Withdrawal directed			
Change of face			
Reminders of consequences			
Humour			
Success reminders			
Others			

From your risk assessment what is the likelihood of a child harming himself or herself, another child or adult in the event of an incident. Is it:-

Improbable-	YES	NO
Possible	YES	NO
Probable	YES	NO

Please indicate whether this behaviour is likely to be directed towards a pupil or member of staff.

Type of incident (Examples)	Towards other pupil	Towards member of staff
Verbal abuse		

Severe disruption of lesson		
Slapping		
Pinching		
Biting		
Punching		
Spitting		
Hair grabbing		
Neck grabbing		
Clothing grabbing		
Arm grabbing		
Body holds		
Weapons/missiles being thrown		

Preferred strategy for dealing with above incidents

Type of Incident	Approach									
Verbal abuse	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Severe disruption of lesson										
Slapping										
Pinching										
Biting										
Punching										
Spitting										
Hair grabbing										
Neck grabbing										
Clothing grabbing										
Arm grabbing										
Body holds										
Weapons/missiles being thrown										
Self Harm										

1=Defusion/de-escalation strats from previous page, 2=verbal request made for behaviour to stop, 3= Summoning external assistance, 4= Wrap, 5= Single Elbow, 6= Double Elbow, 7= Figure of 4, 8= Separate fights, 9= Shield.

Follow up- Debrief and repair following the incident

Where	Staff member with whom the child has a good relationship

Notification

Agency	Parent/ Guardian	Social Worker	LEA Officer	GP/ CAHMS	Educational Psychologist	Child Protection Officer	Other
Name							
Signature							
Date							

Name of person completing this form_____
Date:

Record of Serious Incident Involving Positive Physical Intervention of Pupils

This report should normally be completed as soon as practically possible after the incident.

Name of Pupil: _____ **Year/Group:** _____

Gender: **Male ☐ Female ☐** **Is the pupil a Looked After Child? Yes ☐ No ☐**

Date of Incident: _____ **Time of Incident:** _____ **Place:** _____

Reporting Staff: _____ **Staff Involved:** _____

Staff Witness: _____

Pupil Witness: _____

Reason for Physical Intervention	x
Child Liable to Injury	
Other Child Liable to Injury	
Staff Liable to Injury	
Property Liable to Damage	
Good Order Prejudiced	

Details of how the incident began and nature of pupil behaviour.

_____

_____

_____

_____

De-escalation techniques used prior to physical intervention.

Verbal advice and support	☐	Reassurance	☐
Calm Talking	☐	Humour	☐
Distraction	☐	Options offered	☐
Step Away	☐	Support Systems	☐
Negotiation	☐	Non-threatening Body Language	☐
Physical Intervention (Excluding Restraint)	☐	Instruction	☐
Warning	☐	Other (Please Specify)	☐

Positive Physical Intervention technique (s) used. Enter sequence number and number of staff.

Technique	Standing		Sitting/ Chairs		Kneeling	
Single Elbow hold						
Figure of Four						
Double Elbow hold						
Wrap						
Shield						

Length of Time of Positive Physical Intervention: _____

Brief Description of Positive Physical Intervention: _____

_____

_____

Details of any Injury **Staff** ☐ **Pupils** ☐ **Both** ☐

Medical Treatment **Yes** ☐ **No** ☐
Accident Form completed **Yes** ☐ **No** ☐

Give brief details of injury and treatment: _____

_____

_____

Damage to Property **Yes** ☐ **No** ☐

Give brief details: _____

_____

_____

Incident Reported to (Name): _____ **Time:** _____ **Date:** _____

Signature of Report Compiler: _____ **Time:** _____ **Date:** _____

Signatures of other staff involved

_____ **Date:** _____

_____ **Date:** _____

NB. Copy to be kept in school & copy kept by person/persons who undertook intervention

Parent/Guardian to be informed

Risk Assessment Documentation

Pupil Name:
Name of Assessor: **Designation:** **Date of Assessment:**
Sources of Information:

Hazards Identified	Persons at Risk	Likely Consequences	Evaluation/ Level of Risk			Control Measures (action taken to reduce risk)	Action required What/When/Who	Revised Evaluation/ Level of Risk		
			High	Med	Low			High	Med	Low
Refusal										
Verbal aggression										
Physical aggression										
Arm grabbing, neck grabbing										
Biting, hair grabbing, clothing grabbing										
Damage to property										
Running from immediate environment										
Running off site										
Pupils taking objects or possessions off others										
Pupil dropping to floor- "deadweight"										
Self Harm										

Monitoring and Reviewing Arrangements

Copy of form and relevant information passed on to appropriate staff ☐

Signed: **Designation:** **Date:**