

John Perry Primary School



Positive Handling Policy

July 2019

Review Date July 2020

At John Perry Primary School we have high expectations of all members of our school community. We believe in valuing the efforts of all and work hard to enable everyone associated with the school to fulfil their potential and contribute positively to their educational experiences.

This policy outlines how staff at John Perry Primary School create and maintain good order and relationships through positive approaches. These approaches are successful for the vast majority of the time. This policy supplements the main behaviour policy. Both should be read in conjunction with the school SEND policy, the Health and Safety policy, Intimate Care policy, and the Child Protection policy. Please refer to these policies for details.

Entitlement

John Perry Primary School recognises that children, including those in the Additional Resource Provision, staff, parents/carers, local authority and the community all have rights and responsibilities that should be reflected in its policy and practice for managing and supporting children's behaviour.

Child's Entitlement

All children are entitled to:

- be listened to
- opportunities to develop self-worth through gaining success and accepting responsibility
- opportunities to develop self-discipline and emotional intelligence
- an orderly, caring and supportive regime which allows children to grow
- consistency of treatment from all members of the school community
- know the rules, routines and expectations of the school
- praise and reward for positive achievements and endeavour
- positive role models to emulate
- be treated as an individual
- expect their potential to be explored in a range of activities and situations
- have any issues dealt with effectively and speedily

Staff Entitlement

All staff are entitled to:

- mutual respect
- an orderly and supportive environment in which effective teaching, can occur
- active participation in the development and review of the policy and practice
- systems which allow staff to be involved in the personal and social growth of the children.
- advice and support from senior colleagues
- regular time allocation for induction, personal and professional development

Parents/Carers Entitlement

Parents/Carers are entitled to:

- be regularly and actively involved in the academic, social and personal education of their children
- involvement in seeking constructive solutions to problems involving their children
- regular agreed contact with staff
- information about policies and practice

Community Entitlement

The local and wider community are entitled to:

- consideration and respect
- neighbourliness
- the cooperation of the school in matters which effect the community

Purpose of this policy

The policy aims to give all members of the school community clear guidance so that any physical intervention that is undertaken is carried out in a way that supports the school ethos. In particular, it aims to describe the circumstances in which physical intervention is an appropriate response and how staff at the school will fulfil their responsibilities in those circumstances.

Physical Touch

We believe that physical touch is an essential part of human relationships. In our school staff may well use touch to prompt, give reassurance or to provide support in PE.

To use physical support successfully, staff will adhere to the following principles. It must:

- be non-abusive, with no intention to cause pain or injury
- be in the best interests of the child and others
- have a clear educational purpose (e.g. to access the curriculum or to improve social relationships)
- take account of gender issues

See Emotional Regulation and Touch Policy for more detail.

Intimate Care

Touch is necessary in order to carry out and support pupils' personal care and intimate care routines (see Intimate Care Policy). In using touch during personal care routines staff should ensure pupils are comfortable and familiar with the staff members delivering the personal care. Staff should ensure that there is another member of staff present who the pupil is comfortable and familiar with.

Raising a concern

If you are in doubt about any issues concerning appropriate touch, or you observe any practice that causes concern, you should discuss this with a member of the Strategic Leadership Team.

All staff have a responsibility to ensure safe and appropriate practice at all times.

What do we mean by physical intervention?

Definition	Example	
Non-restrictive physical interventions.	Either where the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they wish.	For example: <ul style="list-style-type: none">• escorts and guides
Restrictive physical interventions	Prevent, impede or restrict movement or mobility. Restraint, to use force to direct	For example: <ul style="list-style-type: none">• more restrictive hold and restraints i.e T.wrap/single elbow
Emergency/unplanned interventions	Occur in response to unforeseen events	
Planned interventions	In which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment and recorded in an individual plan for the management of a pupil.	

What the law says on when is restrictive physical intervention permissible

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 student from doing, or continuing to do, any of the following.

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

Risk Assessment

The use of positive handling will be the outcome of a professional judgement made by staff based on this school policy. It is avoided whenever possible and will not be used for staff convenience.

Positive handling intervention will **only** be considered if other behaviour management options have provided ineffective or are judged to be inappropriate or in an emergency. Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out with the child's best interests at heart. Positive handling intervention will never be used to punish a pupil or cause pain, injury or humiliation.

Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

Supply staff will not be authorised to use positive handling interventions. Parents and volunteers in the school are not given authorisation. Staff from the local education authority may have their own policies about the care and control of pupils but, whilst on the premises, they will be expected to be aware of, and operate within, the policy of this school.

How staff might intervene

When a positive handling intervention is justified, staff will use 'reasonable force'. This is the degree of force 'warranted by the situation'. It will be 'proportionate to the circumstances of the incident and the consequences it is intended to prevent'. Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

During an incident, the member of staff involved will tell the pupil that his or her behaviour may be leading to positive handling. This will not be used as a threat or said in a way that could inflame the situation.

Staff will not act out in anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupil at all times.

The place of positive handling intervention within broader behavioural planning

If, through the school's special needs assessment procedures, it is determined that positive handling intervention is likely to be appropriate to help the pupil make progress, a risk assessment will be carried out following the school's guidelines.

Before the risk assessment is implemented, any necessary training or guidance will be provided for the staff involved. The senior leadership team will be responsible for establishing staff needs and for organising necessary training.

What to do after the use of positive handling

After the use of an ***unplanned positive handling intervention***, the following steps will be taken.

- Details of the incident will be recorded by all adults involved immediately on a positive handling incident form in the school's numbered bound book (this is located in the Head Teacher's Office).
- Recording will be completed within 12 hours wherever possible. Staff are offered the opportunity to seek advice from a senior colleague when completing their report.
- Any injuries suffered by those involved will be recorded following normal school procedures.
- The Headteacher/Deputy Headteacher will check there is no cause for concern regarding the actions of the adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the school will follow their child protection procedures and also inform parents/carers.
- Parents/carers will be informed on the day of the incident and will be offered the opportunity to discuss any concerns they may have regarding the incident.
- Support/debriefing will be available for all adults and pupils who have been involved in any incident.

Arrangements for recording and informing parents in the case of planned positive handling will be followed as agreed beforehand but broadly will follow the same points as above.

The Senior Management Team will use the records kept to analyse patterns of behaviour and decide whether responses are being effective.

Complaints Procedure

Any complaint will first be considered in the light of the school's child protection procedures (see separate policy). If child protection procedures are not appropriate, the school's complaint procedures will be followed (see separate policy).

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