



Positive Handling Policy

February 2018

Knowle CE Primary Academy

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Principal: Miss J Godsall

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Our Academy Aims

Preparing Children for the Future

Be Healthy

We aim to empower each child to become physically, mentally and emotionally healthy in order that they can learn effectively and choose a healthy lifestyle.

Embrace Christian Values

We aim to empower each child to develop socially, morally, ethically and spiritually by experiencing and sharing in our Christian beliefs and values

Stay Safe

We aim to develop and sustain a happy and secure environment in which children become self-confident, articulate, emotionally aware, socially adept, literate and numerate in order to make the right life choices and, therefore, be inherently safer.

Make a Positive Contribution

We aim to empower children to actively engage in the planning of their learning experiences, and have the confidence to express themselves in discussion and in writing in order that they will choose to engage positively in social and community roles, becoming global citizens.

Enjoy and Achieve

We aim to empower each child to experience the joy of learning and to achieve success, developing their capacity to learn independently and interdependently in order that they choose to be engaged in lifelong learning.

Achieve Economic Well-being

We aim to empower each child to develop a positive attitude, become self-motivated, and develop key academic and social skills, which enable them to think creatively and choose to impact on, influence and shape the world they live in.

Learning for Life

Person responsible for leading policy development: PSHE Leader

Personnel involved: Governors, Academy staff, Pupils and Parents.

How this policy was developed

This policy has been developed through a period of consultation with all academy staff, the Principal and the Governing Body. It has been informed by: 'Church of England Vision for Education- July 2016', 'Valuing all God's Children' (May 2014) and 'DfE - Use of reasonable force - July 2013'. It should be read in conjunction with the academy's Behaviour Policy, SEND Policy, Health & Safety Policy and the Child Protection Policy. It

is available for parents to view on our school website and parents are encouraged to talk to staff if they have any concerns.

Introduction

This policy aims to give all members of the academy's community clear guidance so that any physical intervention that they undertake is carried out in line with an agreed strategy and within the law. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff will fulfil their responsibilities in those circumstances. The Principal will be responsible for ensuring that staff, Governors and parents are aware of the policy and ensuring that the necessary training/awareness-raising takes place.

Moral and Values Framework

The following values are shared, owned and understood by our whole school community, including parents, governors, pupils, and staff. We have adopted St. Paul's analogy of 'The Fruit of the Spirit' which are our core Christian values and underpin the ethos of the school.

LOVE

Care for one another unconditionally.

JOY

Find joy not just in earthly things and not from triumphing over someone else, but rather through counting our blessings, growing an appreciative heart, and knowing how precious each of us is to God.

PEACE

Know that we are safe in God's hands no matter what may happen.

PATIENCE

Act with grace, tolerance and forgiveness.

KINDNESS

Show people that they matter and that they have value by giving time, listening, showing empathy and concern.

GOODNESS

Help others and stand up for others who cannot stand up for themselves.

FAITHFULNESS

Be trustworthy and reliable and trust in God.

GENTLENESS

Be considerate and understand how powerful we are and the damage we can do if that power is not under control.

SELF-CONTROL

Learning to be responsible for ourselves - and the importance of holding ourselves in check even in difficult situations.

Objectives

- To maintain the safety of pupils and staff
- To prevent serious breaches of discipline
- To prevent serious damage to property

Physical touch

At Knowle CE Primary Academy we believe that physical touch is an essential part of human relationships. In our academy adults may well use touch to prompt, to give reassurance or to provide support in PE. Examples of where touching a pupil might be proper or necessary are:

- Holding a hand
- Comforting a distressed pupil
- Giving praise or congratulation
- Demonstrating how to use equipment
- Demonstrating or supporting exercises or techniques during PE
- To give First Aid

Staff need to be aware of sensitivities associated with any form of physical contact with pupils.

Definitions

Reasonable Force

Force is either to ***control*** or ***restrain***. Reasonable means using no more force than is needed. All members of academy staff have a legal power to use reasonable force if required.

Control

Means either passive physical contact (standing between pupils) or active physical contact (leading a pupil by the hand or arm).

Restraint

Means to hold back physically or to bring a pupil under control. It is when staff physically prevents a pupil from continuing what he/she was doing when told to stop or when involved in a fight or being physically abusive towards other pupils.

Non-restrictive physical interventions

Either where the pupil's movement is not restricted or where the pupil is held supportively but such that they will be released immediately should they so wish.

Restrictive physical interventions

Prevent, impede or restrict movement or mobility

What the law says

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 pupil from doing, or continuing to do, any of the following:

- a) Committing any offence (or for any pupil 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 pupil themselves); or
- c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Risk assessment

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this policy. It is avoided wherever possible and only be used in the best interests of pupils in their care. Restrictive physical intervention will only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). 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 pupil's/pupils' best interests at heart. Physical 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 restrictive physical interventions. Parents and volunteers in the school are not given authorisation. Staff from the local education authority or other outside agencies working in the academy 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 our academy.

How staff might intervene

When a restrictive physical 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 restraint. This will not be used as a threat or said in a way that could inflame the situation. Staff will not act out of anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupil at all times.

The place of restrictive physical intervention within broader planning

If, through the academy's special needs assessment procedures, it is determined that a restrictive physical intervention is likely to be appropriate to help a pupil make progress, a risk assessment will be carried out. If appropriate, an individual positive handling plan will then be drawn up for that pupil (see Appendix A). This plan will aim to reduce the likelihood of the need for restrictive physical intervention as well as describing how such intervention will be carried out. This plan will be discussed with parents/carers. Before the risk assessment is implemented, any necessary training or guidance will be provided for the staff involved. The Principal or SENCo will be responsible for establishing staff needs and for organising necessary training.

Recording and Reporting Significant Incidents

The Academy Trust Board ensures that appropriate procedures are in place for recording and reporting significant incidents where a member of staff has used a restrictive physical intervention on a pupil.

After the use of an unplanned restrictive physical intervention, the following steps will be taken.

- Details of the incident will be recorded by all adults involved immediately on the positive handling incident report form (see Appendix B).
- Recording will be completed within 12 hours whenever possible. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- Any injuries suffered by those involved will be recorded following normal school procedures.
- The Principal will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the Principal will follow the academy's child protection procedures and also inform parents/carers.
- Parents/carers will be informed by the Principal/Vice Principal on the day of the incident or as soon as is practicable.
- Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions.

Arrangements for recording and informing parents in the case of a planned restrictive intervention will be followed as agreed beforehand but broadly will follow the same pattern as above.

The Principal will use the records kept to analyse patterns of behaviour and so decide whether responses are being effective. The Principal/Vice Principal will report this information to the Academy Trust Board at their termly meetings.

Complaints procedure

If a complaint is made the academy's complaints procedure and guidance on dealing with allegations of abuse by staff will be followed.

Monitoring, Evaluation and Review

The effectiveness of this policy will on going and carried out by the SLT. This policy will be evaluated and reviewed in line with our Behaviour Policy and any new legislation and guidance provided by the DfE.

Knowle CE Primary Academy Positive Handling Plan

Name:		Class:		Date:	
Triggers/Behaviours/Situations likely to result in Physical Intervention: <i>What is the behavior like? When does it occur? Where does it occur?</i>					
Strategies to be used, where possible before physical intervention. (These need to be personalized to the individual).					
Chill out time		Distraction		State alternatives/ consequences/ choices/limits	Praise for partial compliance
Give space		Reassurance/ success reminder		Other staff intervene	Repeat request
Talk calmly		Give a count		Planned ignoring	Remove stimulus
Verbal advice/support		Negotiation		Call for assistance	Humour
Other strategies (or things to avoid)					
Preferred handling strategies to be used: *denotes training required					
Friendly hold (arm around shoulder)					
Walking				Wrap *	
Single elbow *				Safe Lift *	
Other					
De-briefing process following incident: What care is to be provided, space, talk through etc?					
<p>Signatures:</p> <p>Pupil (Where appropriate)</p> <p>Parent/Carer.....</p> <p>Principal.....</p> <p>Date: Review date:</p>					

Knowle CE Primary Academy Incident Log

All incidents involving the use of force to control or restrain a pupil should be logged using the template below and given to the Principal.

Pupil's Name	Person completing the form		
Details of Incident			
Date	Time	Location	Duration
Staff involved			
Pupils witnessing incident			
Describe behaviour and events leading up to the incident; include diversionary tactics that were used.			
Describe the incident, who was involved, positive handling strategies used, duration of incident and pupil response.			
Describe what happened after the incident, pupils response, any injuries to pupil, staff or other pupils, damage to property			
Any additional action taken			
Pupil's views			
List of people who need to be informed. (Tick those informed)			
Principal	Vice Principal	Parents/Carers	
Signatures of staff involved:		Date:	
Signature of Principal:		Date:	