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| **Positive Handling Policy** |

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| **Date** | **Review Date** | **Coordinators** | **Nominated Governor** |
| October 2024 | October 2027 | Sarah Woodhouse  Nick James | Mari-Anne Chiromo |

**1. Aims**

At Our Lady & St Joseph Catholic Primary School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. On rare occasions, circumstances may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:

* Physical intervention should be used only as a last resort when other appropriate strategies have failed;
* Any physical contact should be only the minimum required;
* Physical intervention must be used in ways that maintain the safety and dignity of all concerned;
* Incidents must be recorded and reported to the Head teacher as soon as possible;
* Parents/Carers will be informed on the day of any incident.

# 2. Legislation, statutory requirements and statutory guidance

This policy is based on the following guidance and legislation:

* Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
* Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)
* Screening, searching and confiscation – advice for headteachers, staff and governing bodies.
* Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools

Section 93 of the Education & Inspections Act 2006 allows ‘teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

* Causing injury to his/herself or others;
* Committing an offence;
* Damaging property;
* Prejudicing the maintenance of good order & discipline.

**3. Our Approach**

At Our Lady & St Joseph Catholic Primary School, we aim to avoid the need for physical intervention and regard this as a last resort in managing situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School’s policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a ‘Duty of Care’ to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils’ safety and wellbeing. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

**Use of physical restraint**

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allows the pupil to regain self-control. It should never take a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. Teachers should apply the training they receive to de-escalate where possible then use the appropriate holds as practised in training. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below. If you see a colleague who is in a challenging situation regarding restraint, you may wish to offer assistance by saying “I am available to assist”.

When physical restraint becomes necessary:

**Do**

* Tell the pupil what you are doing and why;
* Use the minimum force necessary;
* Involve another member of staff if possible;
* Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition);
* Use simple and clear language;
* Hold limbs above a major joint if possible, e.g. above the elbow;
* Relax your restraint in response to the pupil’s compliance.
* Advise pupils that you are about to use restraint as you are concerned for the pupil’s well-being/well-being of others

**Don’t**

* Act in temper;
* Involve yourself in a prolonged verbal exchange with the pupil;
* Involve other pupils in the restraint;
* Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct;
* Twist or force limbs back against a joint;
* Bend fingers or pull hair;
* Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck;
* Slap, punch, kick or trip up the pupil;
* Use physical restraint or intervention as a punishment.
* Pick a child up as part of physical restraint

**Actions after an incident**

Physical restraint often occurs in response to the pupil’s emotional dysregulation and there is a clear need for reflection after the incident, both for the staff involved and the pupil. The Head teacher should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support. The parents/carers will be informed at the earliest possible opportunity.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a positive management plan. This may require additional support from external services, for example CAMHS.

In some circumstances further assessments may be appropriate to help identify an additional need for a particular child.  
All incidents should be recorded immediately on the Pupil Restraint Report Form (attached) and added to CPOMS. All sections of this report should be completed so that any patterns of behaviour can be identified and addressed.

In the event of any future complaint or allegation this record will provide essential and accurate information.

A member of the safeguarding team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

**Risk Assessments**

If we become aware that a pupil is likely to behave in a disruptive and/or challenging way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

* Strategies to be used prior to intervention;
* Ways of avoiding ‘triggers’ if these are known;
* Involvement of parents/carers to ensure that they are clear about the specific action the school might need to take;
* Briefing of staff to ensure they know exactly what action they should be taking;
* Identification of additional support that can be summoned if appropriate.

**Complaints and Allegations**

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation. All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with DfE guidance Use of Reasonable Force; Advice for headteachers, staff and governing bodies, 2013 and the school’s complaints policy.

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| **Headteacher:** | Aoife O’Grady | **Date:** | October 2024 |
| **Chair of Governing Body:** | Mari-Anne Chiromo | **Date:** | October 2024 |

**Appendix 1a: Positive management plan**

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| **Positive Management Plan** | |
| **Name:** | **Class:** |
| **Date:** | **Review date:** |
| **Environment and triggers** *(situations which cause/lead to difficulties)* | |
| **Prevention** *(describe any changes to routines, staffing or environment which might reduce the risk, praise points and strengths)* | |
| **What might happen** *(describe the behavior/what it looks like/sounds like)*  Low level:  Escalation:  Crisis: | |
| **Things that can help:** *(strategies that help to calm)* | **Things to avoid:** |
| **Managing the crisis** *(what to do, step-by-step, who will do it)* | |
| **Follow up** | |

**Appendix 1b: Positive management plan**

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| **Positive Management Plan** |
| **Pupil name: School:** Our Lady and St Joseph **Date:** |
| **What are your best hopes?** |
| **Environment and triggers (situations which can lead to difficulties)** |
| **Prevention (describe any changes to routines, personnel or environment which might reduce risk)** |

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| **What does it look like?** | **Agreed actions** |
| **What does it look like?** | **Agreed actions** |
| **What does it look like?** | **Agreed actions** |
| **Cooling off** | **Follow up** |

**Appendix 2: Physical intervention recording form**

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| **Child:** | **Staff:** | |
| **Date:** | **Time:** | |
| **Location:** | **Duration:** | |
| **Behaviour plan in place?** Yes / No | | |
| **Description of situation leading to restraint:** | | |
| **Description of restraint (including child’s view)** | | |
| **Outcome of restraint (including child’s view)** | | |
| **Signature of staff member:** | | **Date:** |
| **Signature of head teacher:** | | **Date:** |