

Kingsway Primary School and the KEY nursery

Positive Handling Policy



Governor Committee Responsible:	Curriculum and Outcomes	Staff Lead:	Lee Pajak
Status	Statutory	Review Cycle	Annual
Last Review	September 2021	Next Review Date	September 2023

Introduction

This policy outlines how staff at Kingsway 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 on the use of holding safely or positive handling interventions supplements the main behaviour policy. Both should be read in conjunction with other safeguarding policies, most notably: SEN policy, Health & Safety policy and Child Protection policy. The overriding guidance is drawn from the DfE's policy: The Use of Reasonable Force in Schools – July, 2013 and has been updated following KCSIE 2021.

At KPS, we use the terms Safe Holding or Positive Handling in place of Restrictive Physical Intervention. We believe in the Team Teach philosophy and, as a Team Teach trained school, we implement the practices in which we have been trained.

Purpose of this policy

This policy aims to give all members of the school community clear guidance so that any physical intervention that they undertake is carried out in a way that supports the values and principles described above. In particular, it aims to describe the circumstances in which holding safely or positive handling is an appropriate response and how staff at the school will fulfil their responsibilities in those circumstances.

The Head Teacher will be responsible for ensuring that staff, Governors and parents are aware of the policy. He will ensure that any necessary training/awareness-raising takes place so that staff know their responsibilities.

Physical touch

The staff at KPS believe that physical touch is an essential part of human relationships. In our school, adults may well use touch: to prompt; to guide such as in music tuition; to demonstrate appropriate care for example if a child has fallen over; to give comfort if a child is upset; to provide reassurance when they may be worried or to support in PE.

To use touch/physical support successfully, staff will adhere to the following principles:

It must always:

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

Staff need to be aware of sensitivities associated with any form of physical contact with students and should refer to other policies such as: intimate care, child protection and working alone. Guidance should be sought from the Head Teacher or the Chair of Governors if there is any concern regarding appropriate action or behaviour.

More guidance and advice on physical contact other than the exercise of the power to use force is provided by the Education and Inspections Act 2006.

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 himself); Injury to self/ self-harm, injury to others, rough play, hitting another pupil or adult or fighting, damage to property including their own property.
- 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.

What do we mean by 'physical intervention'?

Non-restrictive 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 so wish. Eg. a child or student wishing to hold an adult's hand or asking a child to hold an adult's hand for safety reasons.
- For example: supporting a child who has fallen in the playground

Holding safely/positive handling interventions:

Positive Handling:

- Hold or Guide - application of force to overcome minimal resistance, prompting and encouraging a pupil (see team teach work book)
- Controls - application of force to overcome moderate resistance, prompting and encouraging a pupil (see team teach work book)
- Holding Safely, Positive Handling when referring Restrictive Physical Intervention

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
- For example: an agreed response to a specific behaviour which is designed to support the child's overall education in which is part of a Positive Handling Plan
- Planned interventions will be shared with parents via a handling plan, which parents/carers will be required to sign to show agreement
- Any strategies included in the plan will be shared with the parent (either in person or via video) and the specific holds used will be named according to the Team Teach workbook.

Emergency/unplanned interventions:

- Occur in response to unforeseen events (staff have a duty of care to safeguard pupils)
- An emergency can only happen once, once it has happened once, a plan must be put in place to reduce the foreseeable risk

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 school policy. It is avoided whenever possible and will not be used for staff convenience.

Positive Handling 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 consider 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.

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 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 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 ask the pupil to STOP, ask other pupils to move away and send for help and then tell pupil that his or her behaviour may lead to being held safely or guided to a safer place. 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 adopt a calm, measured approach and maintain communication with the pupil at all times. Refrain from telling the pupil what he has done and explain 'We are just going to walk to the quiet area.'

The place of restrictive physical intervention within broader behavioural planning

When using reasonable force in response to risks presented by incidents involving children with special educational needs or disabilities (SEND), mental health or with medical conditions, risk assessments may involve outside agency support and will recognise the additional vulnerability of these groups.

We will consider duties under the Equality Act 2010 in relation to making reasonable adjustments. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, we seek to reduce and minimise the occurrence of challenging behaviour and the need to use reasonable force.

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

What to do after the use of a restrictive physical intervention

After the use of an emergency, restrictive physical intervention, the following steps will be taken:

1. Details of the incident will be recorded by all adults involved as soon as possible after the event and certainly with 24 hours on CPOMS using a specific template that has been created and the record will be identified as Team Teach on the log for monitoring purposes.
2. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report and any other personal / professional support they may need. All records will be kept in line with the school's Records Management policy.
3. In the event of a restrictive physical intervention, the risk assessment will be reviewed and adapted.
4. Any injuries suffered by those involved will be recorded on the body map of the incident log.
5. The Head Teacher will debrief with the staff member following the incident to provide support to the staff member, to investigate the incident and take any learning about how such events can be avoided in the future.

6. If it is felt that a staff member acted inappropriately, advice will be sought from HR at GCC about how best to proceed and the allegations management process will be applied. Staff will be given opportunity to seek legal and professional support.
7. Parents/carers will be informed verbally by the person deemed most appropriate by the Head Teacher on the day of the incident.
8. Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident. They will be provided with an incident form which they will be asked to sign to show their agreement and provide an opportunity to feedback to the school.
9. 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. Restrictive physical intervention will never be seen as a typical or standard response for managing behaviour at KPS.
10. The Senior Leadership Team will use the records kept to analyse patterns of behaviour and so decide whether responses are being effective. The Head Teacher/SENCO will report this information to the SEN Governor at their termly meetings.

Complaints

We believe our school to be a successful and happy place, where everyone is an active learner. However we understand that very occasionally some issues may arise over which not everyone is in agreement. The school and Governing Body have therefore created a procedure to enable legitimate concerns or complaints to be made and properly investigated.

We aim to seek resolution to any disagreements at the lowest possible level and encourage any party who may wish to make a complaint to discuss any concerns with the appropriate person in the first instance.

The school and Governing Body will work with any complainant to resolve the concern of complaint as quickly as possible. We have therefore adopted a staged approach, which is outlined in the school's Complaints Procedure; this is readily available on the school website, or can be requested directly in paper copy from the school.

Monitoring

Any incidents of restrictive physical intervention are recorded and reported to the Curriculum and Learning Committee as part of the school's monitoring. Analysis of such incidents is used in support of school improvement and evaluation.

Chair of Governing Body:		Date:	
Head Teacher:		Date:	7.9.21