

LYDIARD MILLICENT CE PRIMARY & RIDGEWAY FARM CE ACADEMY

POSITIVE HANDLING POLICY

Member of staff responsible	Principal
Date agreed with staff	November 2019
Date discussed with pupils	-
Date approved at Governing Body	November 2019
Frequency of policy review	Biennial
Date next review due	November 2021
Statutory Policy	N

Document Version Control

Issue Number	Issue Date	Summary of changes
1:0	Jan 13	New policy
1:1	Sept 14	Omission of Names
1:2	Feb 17	Updated to include both sites Changed Behaviour Gov to Accountability Committee
1:3	Nov 17	Changed Headteacher to Principal
1:4	Nov 19	Deputy to Heads of School Removed references to committees Changed location of the bound books

Positive Handling Policy

Details:

The Principal is the person responsible for positive handling at Lydiard Millicent & Ridgeway Farm and in the absence of the Principal the Heads of School will make all decisions.

The Local Board is responsible for monitoring positive handling at both sites.

Team teach is the training provider for staff at both sites and staff will be offered the training every three years, with re-cap training using the Team Teach video techniques on-line and use of the workbooks when needed.

The schools will use the government document 'Use of Reasonable Force' September 2012 as guidance for the school.

The schools will use Wiltshire Council guidance and procedures when dealing with positive handling, restraint or use of reasonable force to deal with an incident.

All actions used at Lydiard Millicent CE Primary & Ridgeway Farm CE Academy must be reasonable and proportionate.

Key Points:

- ✓ School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- ✓ Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- ✓ Senior school leaders should support their staff when they use this power.

Who can use reasonable force?

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 5) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 6) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes - to control pupils or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

We will use reasonable force at Lydiard Millicent & Ridgeway Farm to:

- ✓ remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- ✓ prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- ✓ prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- ✓ prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- ✓ restrain a pupil at risk of harming themselves through physical outbursts.

We will never use force as a punishment.

The power to search pupils:

In addition to the general power to use reasonable force described above, Principals and authorised staff will use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- ✓ knives and weapons
- ✓ alcohol
- ✓ illegal drugs
- ✓ stolen items
- ✓ tobacco and cigarette papers
- ✓ fireworks
- ✓ pornographic images
- ✓ any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for other items banned under the school rules.

Informing Parents:

Most actions taken with children are planned and a Positive Handling Plan will be written and shared with pupils and parents. See Appendix 1.

If positive handling, reasonable force or restraint are used that is not planned, the following advice will be followed:

In deciding what is a serious incident, teachers should use their professional judgement and consider the:

- ✓ pupil's behaviour and level of risk presented at the time of the incident;
- ✓ degree of force used;
- ✓ effect on the pupil or member of staff; and
- ✓ the child's age.

After any serious incident the member of staff involved will fill out a 'significant incident / restraint record' in the 'bound & numbered book' located in the Principal's office at LM and in the School Office at RF.

As well as reporting the incident to parents and the Local Board, the staff will discuss the incident and try to learn from it.

What happens if a pupil complains when force is used on them?

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 2) Where a member of staff has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or other civil or public law action.
- 3) 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.
- 4) Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- 5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- 7) Local Boards 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.
- 8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

- 1) It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- 2) Examples of where touching a pupil might be proper or necessary:
 - ✓ Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
 - ✓ When comforting a distressed pupil;
 - ✓ When a pupil is being congratulated or praised;
 - ✓ To demonstrate how to use a musical instrument;
 - ✓ To demonstrate exercises or techniques during PE lessons or sports coaching; and
 - ✓ To give first aid.

Appendix 1

Positive Handling Plan (PHP)

Name:

Setting:

TRIGGER Behaviours: (Describe common behaviours / situations which are known to have led to Positive Handling being required. When is such behaviour likely to occur?)

TOPOGRAPHY of Behaviour: (Describe what the behaviour looks / sounds like?)

PREFERRED Supportive & Intervention Strategies: (Other ways of C.A.L.M.ing such behaviours Describe strategies that, where and when possible, should be attempted before positive handling techniques are used)

Verbal advice and support	<input type="checkbox"/>	Distraction (Known Key words, objects, etc. Likes	<input type="checkbox"/>
Reassurance	<input type="checkbox"/>	Take up Time	<input type="checkbox"/>
C.A.L.M talking / Stance	<input type="checkbox"/>	Time Out (Requires a written plan)	<input type="checkbox"/>
Negotiation	<input type="checkbox"/>	Withdrawal (Requires Staff/Carer Observation)	<input type="checkbox"/>
Choices / Limits	<input type="checkbox"/>	Cool Off: Directed / Offered (delete as appropriate) Time allowed out to calm down or cool off.	<input type="checkbox"/>
Humour	<input type="checkbox"/>	Contingent Touch	<input type="checkbox"/>
Consequences	<input type="checkbox"/>	Transfer Adult (Help Protocol)	<input type="checkbox"/>
Planned Ignoring	<input type="checkbox"/>	Success Reminder	<input type="checkbox"/>

Others?

Praise Points / Strengths: (Areas that can be developed and built upon.) Please state at least 3 Bridge builders.

- 1.
- 2.
- 3.

Medical Conditions that should be taken into account before physically intervening, ie Asthma, Brittle bones

Preferred Handling Strategies: (Describe the preferred holds: standing, sitting, ground, stating numbers of staff, what 'get outs' that can be used when holding, etc)

De-briefing process following incident: (What is the care to be provided?)

Recording and notifications required:

Please print:

Please sign:

Establishment:

Name:

Placing Authority:

Name:

Parents/Guardians:

Name:

Name:

Signature:

Date:

Review Date:

Other Factors to Consider:

- ❖ Key behaviour difficulties
- ❖ Our understanding of the behaviour
- ❖ What we want to see instead
- ❖ Monitoring progress
- ❖ How the individual can help
- ❖ How parents or carers can help
- ❖ Rewarding progress