

St Saviour's RC Primary School

Pray Together, Learn Together, Stronger Together in Jesus



Positive Handling Hands Off Policy

Date Agreed: May 2023

Review Date: May 2026

St. Saviour's R.C. Primary School

Positive Handling / Hands Off Policy

Mission Statement

Pray Together, Learn Together, Stronger in Christ

Clarification of HANDS OFF

Hands Off means that staff should not jump in and separate/ restrain pupils unless:

1. the child is a danger to themselves
2. the child is a danger to others
3. the child is damaging property

It **DOES NOT** mean staff should never restrain pupils!

We do not believe in handling children to get them to do as we want them to because it teaches them nothing about taking responsibility for themselves. It also creates confrontational situations which could otherwise be avoided. The children are taught the rules which are visited regularly to ensure that new and SEND pupils especially, quickly become familiar with the process. All the Children know the expectations and are able to make their own decisions.

There are however, times when a child's behaviour may be putting themselves or others in danger; at these times it is the responsibility and duty of the adult to step in and if necessary positively handle the child.

Guideline on Positive Handling

Positive handling should only be used when a child is: -

- threatening the safety of another person
- causing self-injury
- causing considerable damage to equipment

Lawful Forms of Positive Handling

Any force used should be reasonable and appropriate

- Any holding tactic which restrains a pupil without injury until he calms down
- Physical contact with a pupil designed to control the pupil's movement which pose a danger (*e.g. holding on hands/arms around the shoulders*)
- The holding of pupil's arms/legs to prevent or restrict kicking or striking
- The use of sufficient physical force - *without causing injury* - to remove a weapon or dangerous object from a pupil's grasp
- Physically preventing a pupil from leaving the premises and exposing themselves to possible danger.

Positive Handling Procedures

1. Give clear instructions warning the pupil of the consequence of failure to comply to your direction
2. If at all possible summon another member of staff. Another member of staff can act as a witness if necessary and reduce the chance of anybody being injured.

While intervening the adult **must**:

1. Employ minimum force for the minimum period necessary to restrain the pupil
2. Keep talking to the pupil - *if you stop kicking I will let go*
3. Always avoid committing any act of punitive violence - keep your temper under control

These guidelines on restraint are to help staff and are taken from Discipline in schools, NAS/UWT Report.

The following is a guide of 'best practice' for all staff to follow:

1. At no time should corporal punishment be employed.
2. Staff should use the behaviour management policy at all times which focuses on early intervention so the need for restraint is eliminated as far as possible.

3. Think Ahead!

For those pupils who are volatile staff should:

- intervene early on using the behaviour system
- all parents are informed at interview that children are restrained as a last resort
- if a member of staff is having to restrain a child
 - 1) go to their assistance
 - 2) send for the Head or one of the Assistant Heads.
- always restrain children with the minimum force needed be firm enough to keep them safe.

4. When?

All staff may use such force as is reasonable to prevent a pupil from doing, or continuing to do the following:

- injuring themselves or others
- causing damage to property
- committing a criminal offence
- engaging in any behaviour prejudicial to the discipline and order of the school and other pupils.

Staff should not however put themselves in situations that compromise their *own safety*. In such a situation they should seek immediate help from the Head or one of the Assistant Headteachers.

Staff can restrain pupils in school or out on trips, when they are '*in loco parentis*'

5. Who?

The Head of St Saviour's authorises all staff to restrain pupils if the occasion arises. This includes teachers, classroom assistants, School Admin Officers and Premises Officer.

6. Self-Defence

If a child is physical towards a member of staff then they can defend themselves without using disproportionate force. If a child is putting himself or others at risk, staff should intervene.

7. Examples

Reasonable force may be required:

- a) for self-defence or if there is immediate risk of injury,
- b) where there is a developing risk of injury or significant damage to property,
- c) when a child is behaving in a way which is detrimental to good discipline and order, e.g.
 - pupil is physical towards others
 - child is causing, or at risk of causing, injury or damage by
 - accident, rough play or misuse of objects.
 - child deliberately causing damage to property
 - child tries to leave the premises.
 - running round the school in a dangerous manner

8. Reasonable Force

- Staff should never use any force for minor behaviours or to get a child to follow all instructions. It is always the last resort.
- The degree of force should be in proportion to the incident. ALWAYS USE THE MINIMUM AMOUNT OF FORCE

9. Think

Staff should always rely on and employ the behaviour system and use de-escalating strategies prior to using force. All the time talk to the child stating what will happen - *point out the choices*.

Staff must always be CALM, PROFESSIONAL and REASSURING. If this cannot be done request for assistance immediately.

Always try to ensure another member of staff is present; if nobody is at hand send a child to the head/Deputy or other staff member for help.

Try to DEFUSE THE SITUATION, extremely important if you are alone.

10. Recording

Recording of incidents is vital for the protection of staff and pupils. Always write down incidents asap after on the form in the staff booklet then give a copy to the Behaviour Manager so it can be put in the Positive Handling Folder and tell the Headteacher or one of the Assistant Headteachers.

Recording should include:

- pupil's name
- date
- time
- staff involved
- witnesses
- description of incident and outcome
- details of any injury to pupils or staff
- Pupil voice

The form is in the rear of this document and on our school server.

Parents should be informed by the Head/Assistant by telephone or in writing.

12. Reporting

The reporting of Positive Handling incidents is vital to safeguard both pupils and staff.

The Head teacher or a member of the SLT will inform parents of any situation involving positive handling. A senior member of staff would verbally inform parent/carers. Parents will receive a copy of the physical intervention record with the names of other students removed.

Parents are able to request a meeting, should they wish to discuss the incident further.

The DSL/Safeguarding Lead meet half-termly with the designated governor to report on incidents involving positive handling in the school.

The designated governor is able to view how and where positive handling incidents are recorded and ask questions about how incidents are dealt with.

Along with the governor's incidents of positive handling are audited and interventions implemented.



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RECORD OF POSITIVE HANDLING

Use this template to photocopy

Complete as soon as possible after the incident (maximum of 24 hours later)

Seek advice from a senior colleague or union representative when completing this form

Return the form to the Head teacher as soon as possible

Date:		Time:	
Teacher:			
Child:			
Class/Year:			
Actions of child that prompted the need for positive handling			
Actions taken by Teacher/Adult			
Member of SLT alerted			



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Positive Handling Plan

Use this template to photocopy

Complete this form with the SENCo, parents/carers and any other outside agencies if appropriate

Name:		Class:	
Date:		SEN Stage	
TRIGGER BEHAVIOURS: <i>Describe common behaviours/situations which are known to have led to Positive Handling being required.</i> <i>When is such behaviour likely to occur?</i>			
Topography of Behaviour: <i>Describe what the behaviour looks/sounds like.</i>			
Agreed Action when above behaviour takes place.			

* Ensure this is shared with a professional/adult working with and is made available to any supply teacher working with the class.