



Hampstead Hill School:

Positive Handling Policy – Covid-19 June 2020

This policy should be read in conjunction with following policies; Healthy and Safety, Code of Conduct, Acceptable Use, Equal Opportunities, Race Equality, Inclusion, Safeguarding and Child Protection, Teaching and Learning, Intimate Care and Assistance.

Please see highlighted areas for parts of the policy relating specifically to Covid-19 and the reopening of HHS on 1st June 2020.

Policy statement

This guidance applies to all pupils, staff and volunteers. Care and consideration will be given to the age of the child when following this guidance.

Whenever possible the use of reasonable force should be avoided – it should only ever be used as a last resort when all other behaviour management strategies have failed or when pupils or staff are at immediate and significant risk. There are occasions when positive handling is appropriate and is in line with the duty of care members of staff have to pupils and colleagues. When positive handling is necessary, it must be used in ways that maintain the safety and dignity of all concerned.

Definition

Positive handling is the positive application of force with the intention of protecting the child from harming themselves or others including the infection of coronavirus or seriously damaging property.

Statutory Guidance

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:

- Committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury or damage to property
- 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.

The power may be used where the pupil (including a pupil from another school) is on the school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit).

Who can use positive handling?

- All members of staff have a legal power to use reasonable force.
- Any other person whom the Principal has authorised to have control or charge of pupils such as unpaid volunteers (for example parents accompanying pupils on school-organised visits).
- The decision 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.

Principles

It is essential that the use of reasonable force:

- is seen as a rare occurrence and as a last resort
- seeks to ensure the safety of other children and staff
- is part of a whole school behaviour policy
- is not used to discipline or punish children

Any physical intervention must be:

- **REASONABLE:** Did the incident warrant a physical intervention?
- **NECESSARY:** Will someone be hurt if no intervention occurs?
- **PROPORTIONATE:** Was minimum force used?
- And in the **BEST INTEREST OF THE CHILD**

Purpose

The purpose of positive handling is:

- To restrain the pupil until the emotional response passes, self-control is regained and the situation is diffused;
- To limit the harm that the pupil can do to self and others;
- To demonstrate to the pupil that he/she is within safe physical boundaries and that adults can contain his/her anger.

It is helpful to distinguish between:

- **Planned intervention** – when staff employ, where necessary, pre-arranged strategies and methods which are based upon a risk assessment and recorded in care plans;
- **Emergency or unplanned positive handling** - which occurs in response to unforeseen events.

Before any physical restraint occurs:

- Monitor changes in body language & possible triggers for the pupil to ensure early intervention & de-escalation occurs.
- Use distractions.
- Move to a quieter space.
- Remove the audience.
- Lower the voice and soften voice tone.
- Soften body language.
- Have help at hand.
- Communicate reassurance: *'I can see something has happened John. Let's go and talk about it.'*
- Listen to the child's point of view.
- Repeat a key word or phrase e.g. *'Keep your hands down.'*
- De-personalise the confrontation e.g. *'Try and get control of your anger'* rather than, *'Get control of yourself!'*
- Ask questions or suggest alternatives rather than giving advice or instructions e.g. *'What do you need me to do?', 'Do you need to be left alone?' 'Would you like to sit down?' 'Is there someone you need to speak to?'*
- Where possible, the pupil should be advised in advance that physical restraint will be used unless they desist.

When can positive handling be used?

Positive handling can be used:

- To prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- To control pupils or to restrain them.
- To remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- To prevent a pupil behaving in a way that disrupts a school event or trip or visit.
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to a behaviour that disrupts the behaviour of others.
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the

- playground.
- To restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable force can **never** be used as a form of punishment.

What to do in circumstances when the use of physical restraint and positive handling is needed?

- Approach the pupil calmly but firmly.
- Where possible, the pupil should be advised in advance that positive handling will be used unless they desist.
- A calm and measure approach is required throughout.
- Throughout any restraint, ensure the pupil understands what is happening either by talking calmly yet firmly, to the pupil, or via a colleague, letting them know the physical intervention will be relaxed as they become calm and offering the chance to talk. **If restraint is used staff should wear PPE when possible.**
- Cause the minimum level of restriction of movement.
- Reduce the danger of accidental injury.
- Cease the restraint if there are any signs of physical distress such as a sudden change of colour, difficulty breathing or vomiting.

Method of restraint:

The method of restraint employed must use the minimum force for the minimum time and must observe the following:

Restraint must not:

- Involve hurting the pupil
- Involve deliberate inflicting pain on the pupil
- Hitting a child
- Forcing a pupil's arm behind their back
- Twisting limbs
- Pinning the pupil against walls or furniture
- Sitting on a pupil
- Restrict the pupil's circulation or breathing
- Involve contact with sexually sensitive areas

Physical intervention can take several forms and may involve:

- Physical interposing between children
- Blocking a pupil's path
- Holding
- Pushing
- Pulling
- Leading a pupil by the hand or arm
- Shepherding a pupil away by place a hand in the centre of the back or in extreme circumstances using more restrictive holds.

Record Keeping

- Minor or everyday use of positive handling does not need to be recorded. For example, children running off in the playground and being guided back to the line by a member of staff.
- For pupils who are thought to require physical restraint as part of a behaviour management plan, a Positive Handling Behaviour Plan (see Appendix 1) should be completed. In these cases members of staff should know exactly what action they can take. **In these cases staff should wear PPE where possible.**
- All more serious incidents involving the use of physical restraint must be reported to the

Principal, the Head of Upper School or a member of SLT. These must be recorded using the incident record (see Appendix 2).

Informing Parents

- Staff need to use their professional judgement on whether to inform a parent or carer, depending on the seriousness of the incident.
- In a serious incident where a member of staff has had to physically restrain a pupil, the parent will be informed by telephone as soon as is practicable after the incident and then in writing.
- The incident must not be reported to a parent if it appears doing so is likely to result in significant harm to the pupil. If that is the case the incident must be reported to the local authority where the pupil normally lives

After a Physical Restraint:

- A follow up session should be arranged with the student and possibly, but not necessarily, the member of staff who carried out the physical restraint. It may involve parents/carers too. This meeting should occur once all involved have had the opportunity to reflect on the incident.
- The meeting is to:
 - Review events leading up to the use of physical intervention.
 - Identify appropriate support arrangements and strategies to prevent and deal with any recurrence of behaviour that could lead to the use of physical restraint.
 - To maintain positive relationships between students, staff and parents.
- If the behaviour is part of an ongoing pattern it may be necessary for teachers to address the situation by writing a behavioural IEP with the SENDCO and parents, as well as completing a Positive Handling Behaviour Plan (Appendix 1).

Complaints:

- All complaints about positive handling will be thoroughly, speedily and appropriately investigated. Complaints should follow the Hampstead Hill School Complaint's Policy.
- Where a member of staff has acted within the law – 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.
- If an allegation of abuse is made against a member of staff, the procedures set out in the Safeguarding and Child Protection Policy will be followed.

Date adopted: September 2016

Updated June 2020

Name: Andrea Taylor



Signed:

Appendix One

Positive Handling Behaviour Plan For planned use where positive handling may occur

Positive Handling Behaviour Plan completed by:		
Name of child:	DofB:	Year:
Identification of Behaviours		
Describe the foreseeable risks: •		
Is the risk:	potential	occurring
Assessment of Behaviours		
In which situations does the risk usually occur?		
How likely is it that the risk will occur? (unlikely, possible, probable, likely)		
If the risk arises, who is likely to be injured or hurt?		
What kinds of injuries or harm are likely to occur?		
How serious are the adverse outcomes? (severe, substantial, minor, minimal)		
Risk Reduction Options		
What actions are being taken to minimise the level of risk? (Consider changes to environment, awareness of triggers, de-escalation strategies, varying staff deployment, varying teaching group/size, access to quiet area etc.)		
Any immediate actions to be taken, by whom and by when?		
Signed:	Role:	
Date:	Copy to:	

Appendix Two

Positive Handling Incident record

Name of young person:		Name of person writing report:	
Date & time of incident:		Location of incident:	
Name(s) of staff involved:		Name (s) of witnesses:	
Incident book completed:		Yes	No
Reason for intervention: <ul style="list-style-type: none"> • Injury to a person • Damage to property • Criminal offence • Serious disruption • Absconding 		External agencies informed <ul style="list-style-type: none"> • Medical staff • Parent/carer • Social worker • Police • other 	
Describe events leading up to the incident:			
✓ Behaviours that occurred:			
Verbal abuse	Slapping	Punching	
Biting	Pinching	Spitting	
Kicking	Hair grab	Neck grab	
Clothing grab	Body holds	Arm grab	
Weapons/missiles	Head butting	Self-mutilation	
Pushing	Disruption	Damage to property	
Who was at risk?			
Describe any changes made to routines, staff or environment in an attempt to reduce the risk:			
✓ Diversions, Distractions & De-escalation strategies attempted:			
Verbal advice		Limited choice	
Clear directions		Distraction	
Negations		Planned ignoring	
Take up time		Consequences	
Time out		Humour	
Change of staff		Success reminders	