**Positive Handling Policy**

**Updated October 2021, review October 2024**

This policy is based on DFE guidance [www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force](http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force)

The School is committed to ensuring that all adults with responsibility for children’s safety and welfare will deal professionally with all incidents, and use physical intervention only in emergency situations in line with DFE guidance.

**Roles and responsibilities**

Reasonable force can be used by any paid member of staff at Russell Lower School to prevent a pupil from doing, or continuing to do any of the following:

* + Causing personal injury to or damage to the property of, any person (including themselves)
  + 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
  + Committing any criminal offence

All authorised staff have responsibility to intervene with the use of reasonable force in any of the above situations. Where ever possible, staff should not intervene without the support of another authorised person (Head, Deputy, Inclusion Lead, Zoe Hitchings or Faye Doohan). In these circumstances they should summon assistance (using the school’s emergency red card system) from another authorised adult and ideally, the Head or Deputy Headteacher. This policy recognises that this may not always be possible.

Mrs Knight (Inclusion Lead), Mrs Hitchings (Key Stage One Phase Leader) and Mrs Doohan (LSA) all have Team Teach training to maximise the opportunity for positive handling. This was achieved during 20/21 and is due for renewal on 23/24.

Incidents of physical restraint must:

* Always be used as a last resort
* Be applied using the minimum amount of force and for the minimum amount of time possible
* Be used in a way that maintains the safety and dignity of all concerned
* Never be used as a form of punishment
* Be recorded and reported to parents (appendix 1)

**Positive behaviour management**

The management of pupil’s behaviour takes place within a framework at Russell that includes the school behaviour policy, which encourages pupil’s to take responsibility for their behaviour and rewards effort. Within this framework every effort will be made to manage behaviour positively and physical intervention will only be used as a last resort.

**Reporting and monitoring incidents**

A record of physical interventions will be made using the **Physical restraint recording form** (Appendix 1) These should be taken the Sarah Knight (Inclusion Lead) for filing. G2 will also be completed where this is as a result of behaviour.

**Debriefing arrangements**

All members of staff involved will be given a period to recover from an incident. A senior member of staff will provide support to the members of staff involved. The Headteacher or Deputy Headteacher will be informed of any incident where physical intervention or restraint was used and the log updated.

Pupils will be given the opportunity to talk about the incident with a senior member of staff once they are calm. If it is not possible to speak to the pupil on the same day as the incident took place, the debrief will take place as soon as the pupil returns to school.

**Informing Parents/Carers**

Parents/Carers will be contacted by a member of staff as soon as possible after an incident and given the opportunity to discuss the incident.

**Appendix 1**

**Physical restraint recording form**

Part 1 A

|  |  |
| --- | --- |
| **Incident Number:** | |
| **Name of establishment:**    Russell Lower School | |
| **Child’s name:** |  |
| **Time of incident:** | |
| **Adults involved:** | |
| **Other children involved:** | |
| **Witnesses to incident:** | |
| **If appropriate, please attach any witness statements.** | |
| **Day and date of incident:** | **Place of incident:** |

|  |  |
| --- | --- |
| **Events leading to incident** | |
| **(What was happening for the child before the incident, what seemed to trigger the behaviour, who else was involved or present.) Triggers?** |  |

|  |  |
| --- | --- |
| **Behaviour of child** | |
| **(What behaviour alerted you that the child was struggling to cope?) Early warning signs.** |  |

|  |  |  |
| --- | --- | --- |
| **Response from Staff** | |  |
| **(Which techniques did you use to attempt to de-escalate the situation? Before restraining the child what was the response from them and others?)**  Reassurance  Help Script  Negotiation  Choices  Humour  Planned Ignoring  Give space  Supportive touch  Time out  Consequences  Success reminders  Simple listening  Removing audience  Change of face |  |  |
|  | |
| **Reason for the restraint** | |  |
| (What was the specific risk to the welfare of the child or others?)  Remember: Physical Intervention and Restraint must be 1) Necessary (or believed to be Necessary) to prevent harm and must be  2) Proportionate to the degree of harm which may be caused if there was no intervention made.  Damage to property  Inappropriate sexual behaviour  Bullying  Violent/aggressive behaviour  Impulsive/dangerous behaviour  Racial/Gender/Religious/Learning Disability discrimination  Swearing/Abusive  Reckless disregard for personal safety (e.g. running across busy roads)  Absconding/absenting  Offending behaviour (Criminal damage, theft etc.)  Self-Harm  Carrying/using weaponry  Other (Please specify) |  |  |
| **Description of restraint** | |
| **(What method or type of hold did you use and were there any complications that arose during the restraint?)**  Friendly escort  Figure of four  Double Elbow  Single elbow in seats  T-Wrap  T - Wrap to Seats  T-Wrap to Floor |  |
| **How long did the restraint last?** |  |
| **Conclusion of restraint** |  |
| **(How did the restraint come to an end, and what help and support did you offer to the child?)**  Reassurance  Help Script  Negotiation  Choices  Humour  Planned Ignoring  Give space  Supportive touch  Time out  Consequences  Success reminders  Simple listening  Removing audience  Change of face |  |

Staff signature: Date

SLT signature: Date

Part 1 B

(A member of staff not involved in the restraint must fill this in.)

Injuries

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Was the child injured?** | **Yes** |  | **No** |  | If ‘Yes’, what were the injuries? |
| **Was a member of staff injured?** | **Yes** |  | **No** |  | If ‘Yes’, what were the injuries? |
| **Did someone get medical help?** | **Yes** |  | **No** |  |  |
| **Was first aid given?** | **Yes** |  | **No** |  |  |
| **Was an accident form filled in?** | **Yes** |  | **No** |  |  |
| **Were the police involved?** | **Yes** |  | **No** |  | If ‘Yes’, please say why, who called and when, and the outcome of their involvement. |

Who was told about the restraint?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Name of person told** |  | **Date** |  | **Time** |  | **Initials of Informing Staff** |
| **Appropriate manager** |  |  |  |  |  |  |  |
| **Relative** |  |  |  |  |  |  |  |
| **Social worker** |  |  |  |  |  |  |  |
| **Witness to the incident** |  |  |  |  |  |  |  |
| **Other** |  |  |  |  |  |  |  |
| Staff signature: | | | | | | | |
| Date: | | | | | | | |

***Please take this form to the Inclusion Lead for filing***