

# Highfield CE Primary School

## Positive Handling Policy 2024 2026



<b>Approved by:</b>	The governing body	<b>Date:</b> 23.4.24
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## **Positive Handling Policy**

***Love the Lord your God with all your heart and with all your soul and with all your mind ... love your neighbour as your self. (Matt 22:37-39)***

Positive handling should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him/herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

### **Rationale:**

At Highfield CE Primary School we are committed to establishing a safe and caring environment according to our Christian foundation, where the welfare and pastoral care of the pupils is given a high priority. We believe that children will learn and develop when they know that they are valued and respected equally by their peers, their teachers and all other adults working in the school. The underlying principle of this policy is to “observe the child doing something good” and praise them. It rests upon the high expectation that pupil behaviour in the school is exemplary.

Highfield Primary School recognises that appropriate touch is an important developmental stage for all pupils and that some may not have experienced positive early bonding with parents/carers. The school also recognises the importance of developing Emotional Literacy Skills, which are taught throughout our practice, particularly during PSHE, ELSA group sessions and reinforced during assemblies.

We believe pupils need to recognise and understand why we need to ‘take responsibility of our own actions’. Highfield, pupils learn how their actions affect others. Some pupils will require physical intervention to prevent them from causing harm or danger to others and/or themselves. All physical interventions within the Team-Teach multi-discipline approach endeavour to keep people safe whilst supporting the learning of pupils in developing better ways to manage their own emotions and behaviour.

### **Key Principles:**

Physical Intervention and Restraint should be used as a last resort to support children and young people in times of crisis. Restraint should be avoided wherever possible.

- Staff will continuously seek opportunities to communicate, assess the situation, look and listen and divert/de-escalate.
- Any physical intervention will be REASONABLE, PROPORTIONATE AND NECESSARY – in the pupil’s and staff’s best interest.
- Where there is an element of foreseeable risk this will be assessed and, where possible recorded.
- All staff involved in any physical intervention are responsible for completing the Blue Bound Physical Intervention forms and RPI form (kept on the Drive and then scanned and saved on Cpoms) on the same day as the incident.
- Parents/carers will be contacted by the school when their child has been involved in physical intervention. This may be by telephone, direct contact or by letter on the day the incident occurred.
- The school will keep records of any physical intervention on Cpoms. This is checked by the Headteacher and DSLs after each incident. Every half term information concerning Physical Intervention is shared with governors in the Headteacher’s report

- Where pupils require a physical intervention, a Positive Handling Plan will be generated. This will be reviewed and updated to identify agreed strategies, non verbal, verbal and physical support that will help the pupil learn, develop emotional and socially.
- Staff that are trained and not physically involved in the intervention will be expected to act as advocates for the pupil and members of staff.
- Highfield has members of staff also trained in School 'First Aid' and hold relevant certificates. Some members of staff are also paediatric First Aid trained.
- Securicare techniques seek to avoid injury; however it is possible that bruising or scratching may occur accidentally to either a pupil or member of staff supporting them. These are not necessarily as a failure of professional techniques, but a regrettable and infrequent side effect of attempts to keep people safe. There will always be a verbal check of injury after physical intervention and any injury will be treated and recorded on a skin map, HS1 and/ or HS2. These forms are kept in the Headteacher's Office and on the school drive. These forms will be sent to the LA.
- It is the duty of all staff to offer appropriate support during or after a physical intervention or serious incident.
- Highfield Primary School will review this Policy annually and will include details of the LA final draft of the Physical Intervention Guidelines October 2010

### **Guidelines for Staff**

Physical Intervention is any method of physically intervening to resolve a difficult or dangerous situation, and is not necessarily physical restraint. Physical restraint is defined as when a member of staff uses force with the intention of restricting a young person's movement against their will.

Physical Intervention and Restraint should be used as a last resort to support children and young people in times of crisis. Restraint should be avoided wherever possible. It is never a substitute for good behaviour management. Other methods (such as defusing conflict, non-physical calming, etc) of managing the situation should always be tried first, unless this is impractical. It is the responsibility of the school, specifically the Headteacher and SLT, to ensure that the policy in place on the use of physical Intervention should be communicated to the school community, updated and reviewed on an annual basis.

It is the responsibility of the school to ensure that an Individual Behaviour Management programme is in place for all young people who require physical restraint on more than one occasion. A Behaviour Management Programme should include a Risk Assessment and a Positive Handling Plan (DCSF, 2007, paragraph 23b Use of Force to Control and Restrain Students). The Positive Handling Plan (Appendix 4) needs to be signed by parents/carers who should be made aware of any changes during the year.

Teachers have a duty of care to maintain good order and safeguard young people's health and safety. However, teachers are not under a duty to run risk of serious personal injury by intervening when it is not safe to do so.

Videos and posters of the main holds can be found here: T:\Teachers Only  
New\Safeguarding\Training\Securicare

### **Physical restraint must**

- Never be entered into lightly.
- Involve the minimum force necessary.
- Be used to de-escalate a potentially dangerous situation.
- Be applied only until the immediate threat is passed.
- Support the child/young person to maintain self-control.
- Not be used offensively as a threat or a punishment (aversive consequence).
- Not inflict pain.
- Be administered calmly and rationally, not in response to anger or frustration.
- Be the result of a professional judgement about the young person's safety, taking account of the age and abilities of the young person.
- Be in the child/young person's best interests and not for convenience of staff.
- Not be a substitute for a positive intervention/behaviour management programme.
- Be planned; an emergency response is only justified on the first occasion.
- Always be the last resort (i.e. means other than force were attempted and found to be insufficient).

### **The following situations may legitimately require physical restraint as a response:**

- Where there is risk of injury to young people.
- Where there is risk of significant damage to property.
- Where a young person is behaving in a way that is compromising good order and discipline.
- To prevent the committing of a criminal offence.

### **Physical restraint should only be considered as an option if:**

- Calming and de-fusing strategies have failed to de-escalate the situation.
- The response is in the paramount interests of the young person.
- Not intervening is likely to result in more dangerous consequences than intervening.

### **Holding techniques should take account of the following**

- Airway – no obstruction of airway.
- Breathing – no restriction of chest area.
- Circulation – no pressure on arterial pressure points.
- Good body alignment.
- Avoid pressure on joints.

**The use of ground holds should only be used if staff have had regular training from an advanced tutor.**

**Young people should always be monitored for health and safety during physical restraint. Holds should stop immediately if the following signs are noted:**

- Difficulties in breathing
- Sudden change in colour of skin

- Vomiting

All incidents of restraint should be recorded and the Government Guidance (DCSF 2007 'Use of Force to Control and Restrain Students') clearly states that schools should keep systematic records of every significant incident in which force has been used, in accordance with school policy and procedures or the use of force and it's Child Protection requirements.

When a young person has been restrained it should be reported to the Headteacher and the parents/carers. In Southampton, incidents should be recorded using the Restrictive Physical Intervention (RPI) Record Form within 24 hours of the incident, in order to:

1. Ensure policy guidelines are followed.
2. Inform parents.
3. Inform future planning as part of school requirement processes.
4. Prevent misunderstanding or misinterpretation of the incident.
5. Provide a record for any future enquiry.

Highfield Primary School will monitor its own records, and complete a PI Summary Report (Appendix 5) every half term.

The effects of an incident of physical restraint should be monitored and support provided to young people and staff where necessary. For staff this support can come from debriefing, Line Managers and Senior Leaders who will arrange additional support from other agencies.

In an emergency or a case of self-defence everyone has the right to use 'reasonable force' to defend themselves or others against attack. Circular 10/98 makes it clear that force should only be used if the situation warrants it, and that such force must be in proportion to the circumstances and consistent with the age, gender and understanding of the young person.

Allegations after Physical Intervention – refer to SCC Dealing with Allegations Guidance

### **Student Risk Assessment**

The aim of this document is to allow as full as participation as possible by the pupil in school life without prejudice to other members of the community.

A risk assessment is an important component of Health and Safety at work requirements for all staff and pupils in an educational setting. In the event of a serious incident arising from pupil behaviour any reviewing body will pay close regard to foreseeable risk and the approach taken to reduce that risk.

This is a confidential document. It should be distributed on a need to know basis, whilst ensuring staff and pupil safety is not compromised. Please seek further advice if in doubt about any individual cases. Ensure that relevant members of staff have a copy. (This may include a variety of non-teaching staff, such as Office and Site Management) Ensure the parent/carer of the pupil is involved whenever appropriate in its completion and has a copy.

### **Information may be collated from a variety of sources**

- The pupil and the parent or carer of the pupil.
- Behaviours exhibited in previous schools.
- Behaviours exhibited at Highfield Primary School
- Youth Service.
- Police or Youth Offending Team.



SPIG (Southampton Physical Intervention Group, trained by Securicare)

**RESTRICTIVE PHYSICAL INTERVENTION (RPI) RECORD – 2021/22**

1	<b>RPI NUMBER</b>		
2	<b>Pupil Details</b>		
<b>Forename:</b>		<b>Class:</b>	
<b>Surname:</b>		<b>Year Group:</b>	
<b>Age/DOB:</b>		<b>LAC? (Y/N)</b>	
3	<b>Incident Details/RPI</b>		
<b>Date:</b>		<b>Start time of RPI:</b>	
<b>Location:</b>		<b>End time of RPI:</b>	
<b>Lesson:</b>		<b>Duration of RPI:</b>	
4	<b>What happened in the run up to the incident? Consider what may have been the trigger to the incident.</b>		
5	<b>What exactly happened? Describe the de-escalation techniques used <i>before</i> the physical intervention.</b>		

What was the duration of the whole incident? (The behaviour, the RPI and the de-escalation)

**THIS MUST BE ANSWERED.**

<b>6</b>	<b>Medical check and injuries</b>		
Medical check carried out by (initials):		Injuries to pupil (Y/N):	
		Injuries to staff (Y/N):	
Brief description of any injuries: (See HS2/medical log for further details)			
<b>7</b>	<b>Trained staff involved in physical intervention</b>		
Name:			
Name:			
Name:			
Name:			
Informed Observer(s):			
<b>8</b>	<b>Reason for physical intervention</b>		
Overall level of risk:	<b>High</b>	<b>Medium</b>	<b>Low</b>
Risk of injury to staff/pupil			
Other students liable to injury			
Property about to be damaged/being damaged			
Good order compromised			
Student trying to abscond			
Significant disruption to others' education or well-being			
<b>9</b>	<b>De-escalation Techniques used (please tick)</b>		
Advice/Support	Planned ignoring		
Calm talking/stance	Reassurance		
Distraction	Reminders about consequence		
Firm, clear directions	Time out		
Humour	Touch		
Limited choices	Other:		
Negotiations	Other:		



<b>10</b>	<b>Physical Intervention strategies used (please tick)</b>
<b>Other Interventions</b>	<b>ESCORTS</b>
<b>Disengagement (high level, please detail)</b>	<b>Please detail if 1 or 2 person</b>
<b>Wrap</b>	<b>Single elbow (1/2 person)</b>
<b>Seated or floor wrap</b>	<b>Single double elbow (1 person)</b>
<b>Half Shield</b>	<b>Secure hold (1/2 person)</b>
<b>Shield</b>	<b>Figure of 4 (1/2 person)</b>
<b>Double Elbow (2 person)</b>	<b>Seated secure hold (2 person)</b>
<b>Other:</b>	<b>Escort to seated:</b>
<b>If other intervention or physical barrier used (e.g. mat) please describe</b>	

<b>11</b>	<b>Information shared (please initial)</b>
<b>Parents/carers (by whom and how)</b>	
<b>Social worker</b>	<b>Medical staff</b>
<b>Police</b>	<b>Local Authority</b>
<b>Chair of Governors</b>	<b>Other:</b>
<b>12</b>	<b>Supporting records completed</b>
<b>Incident log (CPOMS)</b>	<b>Racial incident form</b>
<b>Accident form HS1</b>	<b>CP form (body map)</b>
<b>Violent incident form HS2</b>	<b>RIDDOR report</b>
<b>13</b>	<b>Why do you think this action was in the best interests of the pupil? (REASONABLE, PROPORTIONATE AND NECESSARY)</b>
<b>14</b>	<b>How can we reduce the likelihood of the need to physically intervene in the future?</b>
<b>Date of most recent Challenging Behaviour Plan:</b>	
<b>15</b>	<b>Do you feel you require further training or support?</b>
<b>16</b>	<b>RPI reported to (tick)</b>

Head	Deputy Head	Senior Leader	Phase Leader
Signed: *staff member reporting/completing form) Designation/post held:			
I confirm that I have read this form. Signed (Head Teacher):			

**This is a restricted form. Please seek permission from the Head of the establishment before sharing the information contained in this form.**

<b>POSITIVE HANDLING PLAN</b>		
<b>Pupil:</b>	<b>D.O.B:</b>	<b>Class</b>
<b>Staff completing form:</b>	<b>Date of completion:</b>	<b>Review Date:</b>
<p>Positive physical intervention will be used as an option of last resort when staff perceive that they have no alternative course of action. The following behaviours are those where the use of positive physical intervention could be considered, after a range of other de-escalation options (see Individual Behaviour Plan) have been tried, or have been considered and have thought to be unsafe:</p>		
<p>Positive physical intervention will not be used as a response to the following behaviours:</p>		
<p>The following positive physical interventions have been agreed for use in appropriate circumstances within the context of Team Teach practice. Minimal appropriate force applied for the shortest possible period of time will always be the first option:</p>		
<p>Emergency use of positive physical intervention may be required when a pupil behaves in a way that has not been foreseen by the Individual Behaviour Plan. Ideally, the use of positive physical intervention in this situation will be agreed by two members of staff.</p>		
<p>Any contra indications to use of positive physical intervention:</p>		
<b>Signed teacher:</b>		<b>Signed parent/carer:</b>
<b>Date:</b>	<b>Date:</b>	