



**The Federation of The Downs & Northbourne
Church of England Primary Schools**



Positive handling policy

Last Review Date:

April 2012				
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**As a Church of England School this policy is read within the context of
the Christian values and teachings of our school.**

In accordance with the DCSF Guidance November 2007 we have developed a policy to detail the reasonable adjustments that may need to be made to ensure the health, safety and well-being of all pupils and staff within our school.

It is recognised that good behaviour must be acknowledged and celebrated as a matter of course and that this in itself is a primary tool in managing behaviour.

A fundamental issue to be considered in the use of any form of physical contact with a child or young person is their absolute right to be both “touched” and “not touched”. It is clear that for some young people who may have had experiences of abuse in the past the issue of being touched in any way must be managed sensitively. Similarly for some young people their need for emotional support and comfort may at times extend to being physically comforted and this too must be managed appropriately.

TOUCH

There are times when some pupils require a touch to comfort them in times of emotional or physical distress. As a staff and with the support of the Governing Body, we accept that there are acceptable areas of the body that may be touched.

We will predominantly touch pupils on the:

- hand
- shoulder
- elbow
- upper arm
- back

There are times when a hand placed on the head helps to reassure or encourage attention.

When needing comfort many pupils want to hug or hold on to an adult, some may even want to sit on the teacher's leg. A teacher will, if they feel that it is appropriate, place the pupil on their lap with the child's feet to the side. On no occasion should the adult be on their own with a pupil in such a hold.

PHYSICAL INTERVENTION

There are occasions when a pupil may be putting themselves or others in danger. It is on these infrequent occasions that we will hold the pupil if they are at risk of harming themselves (and so it is in their best interest), damaging property or because they are harming others (and so it is in the best interests of that child or adult).

The pupils who are known to be at risk of needing restrictive physical interventions will have a Positive Handling Plan (PHP) or Pastoral Support Plan (PSP). The PHP or PSP is written with the parents and details the common behaviours exhibited by the pupil and the members of staff that may be required to hold the pupil at any time.

Any restraint that may be required is only considered to be the last possible means of keeping the pupil (or another) safe from harm. Reasonable and proportionate restraint will be used at all times. It is the responsibility of all staff to ensure the safety and well being of all members of the school community at all times. This responsibility must extend to themselves in the first instance. It is therefore essential that staff make a judgement quickly about the safety of using a hold or restraint. They should only proceed if they have determined that all else has been tried and failed, that there is likely to be serious harm to persons or property if nothing is done or that the good order of the environment will be severely disrupted. Finally that they can apply the hold or restraint safely for the young person and themselves.

For the purpose of this document the terms holding, escorting and restraint will be defined by the outcome, which is intended when the physical intervention is applied.

- **Escorting** – the intention to move a child away from a particular area, the degree of force will determine when this becomes a restraint i.e. when a child has no choice but to move under the direction of the staff

- **Holding** – the intention to keep the child in a particular place see above for when this becomes restraint
- **Restraint** – the intention is to overpower the child because they have lost all control and are a danger to themselves and or others or property

Holding and Escorting

To be used to discourage and redirect from unwanted behaviours which are likely to lead to a loss of control by the young person resulting in severe disruption to the orderly environment, damage to property, damage to self or others.

Staff should use their judgement in using this method as to whether it is likely to lead to a full scale restraint. Factors for consideration will be the likely reaction of the young person based on the most recent and accurate information available and the content of any plan; the environment i.e. the impact of onlookers or events immediately preceding the incident.

It is important at all times the young person is made aware of what is expected of them and that as soon as there is a genuine attempt to comply with such expectations the hold be ceased. Always the amount of force that is used should be the minimum necessary to successfully achieve the desired outcome as defined above.

Physical Restraint

Physical restraint should only be used when all other strategies have been tried and found to be unsuccessful. In the first instance staff should always attempt to diffuse the situation by:

- Appropriate use of voice in terms of pace volume and tone
- Adjustment of body position to ensure minimum threat to the young person and maximum safety for staff generally a sideways stance
- Facial expression eye contact in positive and calming
- Appropriate use of humour
- Making clear the expectations of all concerned in the incident and the likely consequences if behaviour deteriorates further
- Seeking help from other staff to diffuse the situation

Following any necessary restraint there will be an opportunity for the adults and the pupil to talk through the incident and the adult will explain clearly why the pupil needed to be held – for their safety or for the safety of others. The parents are also informed either by letter or by telephone call. On occasions it may be necessary for the parents to come in and to collect their child.

The adult or adults who have been involved in using physical restraint will then complete a Serious Incident Record form detailing the nature of the risk, the de-escalation techniques used and the holds that may have been necessary. The original report will be kept in the serious incident folder in the SENCOs office and a copy will be made for the pupil's main file.

The Appendix that is attached indicates those who have been Team Teach trained including a list of those who were observers at the training session held here at The Downs CEP in November 2009.

Appendix One

Angela Harding
Natalie Luxford

Team Teach trainer from June 2008
6 hour training Summer 2009

16 November 2009 at The Downs CEP:

Julie Chambers
Alsion Curling
Cara Dalton

Averil Farbrace
Jamie Ford
Kerry Ford
Rachel Graham
Frances Hickton
Kirsty Hoeness
Catherine Karunaratna
Tracy Leighton
Hazel Sheikh
Ashleigh Smith
Clare Stokes
Jacqueline Tysoe
Mark Warner
Julie Kennett
Jennie Underwood

Observers:

Pauline Aldred, Shirley Brown, Kenna Coe, Sarah Hughes, Tracey Newton, Darren White,
Averil Wright