

The Friars Primary School
Cannon Street
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Positive Handling Policy



Happiness – Achievement – Respect – Determination

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1. Introduction

There are occasions when Positive Handling (PH) is an appropriate response to the risks presented in a particular situation. However, the scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause.

Important underlying principles are that:

- the use of force, wherever possible, be avoided;
- there are occasions when the use of force is appropriate, and;
- where force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.
- Where possible, staff trained in Team Teach Safer Handling will be the ones to conduct PH

It is advised that schools do not have a 'no contact' policy because there is a risk that such a policy may place a member of staff in breach of their duty of care towards a pupil, or prevent action being taken to prevent a pupil causing harm. The first response for all children is the 'Personal Development & Behaviour Policy'. Reference may also be made to the 'Mental Health Policy', 'SEND Policy' and 'Safeguarding and Prevent Policy'.

2. Legal Context

All members of school staff have a duty of care to ensure the safety of the pupils in their care.

Any citizen has the common law power to intervene in an emergency to use reasonable force in self-defence, to prevent another person from being injured or committing a serious criminal offence.

Section 93 of the Education and Inspections Act 2006 gives all school staff (or other people authorised by the Headteacher) the power to use force as is reasonable to prevent a pupil from doing or continuing to do any of the following:

- committing an offence;
- causing injury or damage to a person or the property of any person (including the person themselves); or
- prejudicing the maintenance of good order and discipline in the school or among pupils receiving education in the school, whether in lessons or somewhere else.

3. School requirements

Schools are required to have a policy on the use of PH. If PH is used as part of a planned response for a pupil, the plan should be informed by a risk assessment. The plan to use PH should be recorded in a Positive Handling Plan.

Schools must record any incidents of PH (e.g a bound book with numbered pages)

Schools must inform parents and carers of any incident involving the use of physical intervention.

Schools should have procedure in place for supporting pupils and staff who are involved in an incident involving PH.

There should be an annual staff training event to remind all staff of;

- their responsibility with regards to PH;
- de-escalation techniques; and
- risk-assessments for planned and emergency PH

4. Authorised use of PH

- All staff can use Positive Handling to maintain safety in an emergency. This is consistent with the principles of common law
- The 2006 Education and Inspection Act gave all teachers and other school staff, who have control of charge of pupils, the statutory power to use reasonable force.
- The Headteacher can authorise other people to use appropriate force, such as other adults who might be helping with a school trip.

5. Planned and Unplanned PH

Planned responses incorporate the following:

- understanding the communicative function of behaviour(s);
- any environment changes that need to be made;
- skills that an individual needs to be taught and how they will be reinforced; and,
- reactive strategies.

When it is anticipated that a child's behaviour may necessitate the use of PH as a reactive strategy, a risk assessment must be carried out. Appendix 1

Where PH is required for a child, a Positive Handling Plan must be produced which will outline:

- who has been consulted about the plan;
- the type of physical intervention to be used;
- which adults are authorised to use this intervention;
- parent/carer consent for the plan; and
- Headteacher authorisation for the plan.

When situations arise where it is required that a member of staff uses PH, immediate assessments of current risk will be made.

These include:

- Will a person be injured or put in an unsafe position if they don't perform PH
- Is a person currently being injured or put in an unsafe position by not performing PH
- Is it safe for myself to perform PH
- What is the safest way to perform PH (obstacles, flooring etc)
- How can I call for another adult for support

When PH has been used, this must be recorded in the PH log book by the school leadership team. Parents and carers must be informed of PH and kept informed of any review of the plans.

6. Concerns and complaints

When a complaint is made, this is taken seriously and addressed by the Headteacher using the Complaints Procedure Policy

It is essential that we understand that risk can be reduced but never completely removed. All planning and recording on the template provided should be made with awareness that three stages are involved: (i) identify the inherent risk, (ii) identify how to moderate the risk, and (iii) the risk that remains after the moderating plan has been implemented.

Behaviour(s) causing concern	Target of Behaviour	Likelihood of Behaviour	Seriousness of Behaviour
Verbal			
Kicking			
Hitting			
Biting			
Damage to Property			
Running Away			
Refusal to move			
Fighting			
Other – be specific			

Target	Who is it directed at (staff, other children, property)
Likelihood	V = Very likely, L = Likely, U = Unlikely
Seriousness	A = Would cause physical injury, serious distress, damage, prolonged disruption B = Injuries may require first aid, minor damage to property, some distress to self/others, brief disruption C = No physical injury or damage to property, minor distress or disruption

Preventative Measures	In Place	Action By	Record Appropriateness
Seating/Position in the classroom			
Activities appropriately structured and pitched			
Opportunity to have timeout to calm			
Pupil involved in planning and review			
Individual planning in place			
Opportunities to learn new social/emotional skills			
Positive reinforcement			
Alternative break time provision			
Pupil escorted during transitions			
Communicate function of behaviour			
Other – be specific			

Reactive Measures	In Place	Action By	Record Appropriateness
Removal of trigger			
Distraction			
Calming time			
Take up time			
Give physical space			
Verbal support			
Use calm voice			
Redirection			
Physical intervention			
Other – be specific			