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# Positive Handling Policy

Other academy related policies that support this policy are: behaviour, child protection, SEN, Whistle Blowing and complaints policies.

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Date reviewed: November 2015  
Date EAB agreed: 14/12/15  
Next review date: November 2017

<b>POLICY TITLE</b>	Positive Handling Policy
<b>RESPONSIBLE COMMITTEE</b>	Education Advisory Board (EAB)
<b>RATIONALE</b>	<ul style="list-style-type: none"> <li>The Academy recognises the serious implications for all concerned when the use of physical intervention becomes necessary. In particular, they acknowledge the stress and very real anxiety that such actions can and do generate in children and young people, parents and staff. The production of this policy and guidance will ensure everyone has a positive and safe way of responding to behaviour that requires the use of physical intervention.</li> </ul>
<b>PURPOSES</b>	<ul style="list-style-type: none"> <li>A number of staff will be trained to use appropriate methods of holding and restraint and will be expected to apply them to the best of their ability. Staff will be expected to undertake such training as provided and to keep themselves up to date with the methods prescribed by that training. (Appendix 1)</li> <li>This policy has been formulated to ensure that children and young people, parents, staff, and other agencies are fully aware of the context for the academy's response to behaviour that requires physical intervention. Further it is designed to provide detailed guidance for all concerned regarding the use of holding, escorting and restraint, including when it is appropriate to physically intervene and what strategies must be used in so doing.</li> <li>The policy is written as part of a suite of policies including the behaviour, child protection, SEN, Whistle Blowing and complaints policies.</li> <li>At our academy we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.</li> </ul>
<b>GUIDELINES</b>	<p><b>Training</b></p> <ul style="list-style-type: none"> <li>The use of physical interventions including escorting, holding and restraint are covered through the appropriate training.</li> </ul> <p><b>Key aspects of the training were:</b></p> <ul style="list-style-type: none"> <li>Clear and unequivocal emphasis on the rights of children to be kept safe at all times.</li> <li>Physical intervention should only be used when all else has been tried and: <ol style="list-style-type: none"> <li>the situation is likely to become dangerous for children and/or staff</li> <li>there is a risk to the maintenance of good order</li> <li>a criminal act is being committed</li> <li>property is being damaged</li> <li>or when previous history suggests that failure to act promptly will result in any of the above.</li> </ol> </li> <li>Staff need to keep themselves safe at all times.</li> <li>Past experiences of children will affect the way they respond to physical interventions. Those with a history of physical or sexual abuse will often have painful and disturbing memories triggered by such interventions.</li> <li>Children with the above experiences could also experience adverse reactions to witnessing physical interventions.</li> <li>All actions must be conducted in the context of the school's policy.</li> <li>Clear and accurate records of the antecedents, behaviour and consequences must be maintained.</li> </ul> <p><b>Principles</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>

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. In the light of these examples the judgements that all adults must make before touching any young person are as follows:

- a) Is the physical contact truly in the best interests of the child?
- b) How do I feel about this level of contact?
- c) Is this age-appropriate given my knowledge of the young person?
- d) What would be the consequence of not making physical contact?

- If a child is at a stage where they may need positive handling they will have a Positive Handling Plan (PHP). Where it is proposed in respect of any individual to use strategies or methods which depart from standard practice this will be detailed in the PHP.
- It is the responsibility of everyone at the academy to ensure that the environment is calm and safe for all. Children and young people have the responsibility to recognise when their behaviour is likely to compromise this situation and to have due regard for the comfort, safety and well being of all within the community. Parents/carers must be encouraged to support the academy in the provision of a safe calm and happy community by discussing with their son/daughter the need to be sensitive to the needs of others in the academy.

### **Implementation**

This policy will be implemented and maintained through:

- Providing the selected staff with training and update sessions.
- Regular training activities both in-house and by external trainers as appropriate.

### **Definitions**

- For the purposes of this document the terms holding, escorting and restraint will be defined by the outcome, which is intended when the physical intervention is applied.
  - a) Escorting – the intention is to move a child away from a particular area. The degree of force will determine when this becomes a restraint ie. when the child has no choice but to move under the directions of staff.
  - b) Holding – the intention is to keep the child in a particular place see above for when this becomes restraint.
  - c) Restraint – the intention is to control the movements of the child because they are a danger to themselves and/or others or property or are behaving in a way which is seriously prejudicial to good order.

### **Holding and Escorting**

- To be used to discourage and redirect from unwanted behaviours which are likely to result in severe disruption to the orderly environment, damage to property, damage to self and or others.
- The response of staff should always be graded moving as necessary from least intrusive or more restrictive. To engage in physical intervention is also to engage in a continuous process of risk assessment. Among the factors for consideration will be the likely reaction of the pupil based on previous experience and the content of any plan; what else is happening in the vicinity, events immediately preceding the incident and the health and physical state of both the pupil and the member of staff.
- It is important that at all times the pupil is made aware of what is expected of him or her and that as soon as there is a genuine attempt to comply with such expectations there will be movement down the hierarchy of graded response. 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. This is not, however, a prohibition of immediate action when immediate action is necessary. Previous history may be a guide for current action. In the first instance staff should always attempt to de-escalate the situation by, for instance:
  - a) Appropriate use of voice in terms of pace, volume and tone.
  - b) Adjustment of body position to ensure minimum threat to the young person and maximum safety for staff – generally a sideways stance.
  - c) Facial expression/eye contact is positive and calming.
  - d) Appropriate use of humour.
  - e) Making clear the expectations of all concerned in the incident and the likely consequences if behaviour deteriorates further.
  - f) Seeking help from other staff to diffuse the situation.
  - g) Seeking other staff to witness and assist in the recording of the incident wherever possible.
- It should:
  - a) Only continue as long as necessary.
  - b) Always be an act of care and control.
  - c) Always be followed by a calming dialogue.
  - d) Be explained; the nature, length and depth of the discussion will depend upon the maturity and understanding of the pupil and upon a judgement about the likelihood of provoking further misbehaviour by dwelling on past events.

### **Parents**

- When there is concern about a child, parents will be invited to contribute to a risk assessment and Positive Handling plan. Written parental agreement will form part of this. Parents will be informed of the academy's policies. Parents will be informed following serious incidents.

### **Positive Handling Plans**

- Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. Any particular physical techniques which have been found to be effective should be named, along with any alerts to any which have proved to be ineffective or which caused problems in the past. Positive Handling Plans should be considered along with the child's Statement of SEND and any other planning document relevant to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special needs and social context. (see Appendix 2)

### **Recording Incidents**

- Any incident on which force has been used is to be recorded on SIMs.
- Staff involved are also required to write as detailed an account of the incident as possible. Other witnesses are also requested to write an account. The statements will be scanned and attached to the child's file. (see Appendix 3)
- Within these recording strategies, all details must be signed by at least two members of staff.

### **Reporting Incidents**

- After any incident in which force has been used parents are to be informed as soon as possible

after the incident. This will usually be by telephone and confirmed in writing. Parents should be given a copy of policy.

- The Principal will report all incidents that have necessitated the use of force to the governing body.
- External agencies, such as, CYPS, the local safeguarding board or the police, will be informed of the incident by the Head depending of the nature and seriousness of the incident.
- The Emotional Well-being leader or designated member of staff will monitor and record incidents and address issues with staff as appropriate. All incidents involving physical intervention are logged on SIMs.

#### **Monitoring and Evaluation**

- The Principal / Senior Leaders will ensure that each incident is reviewed and instigate further action as required.

#### **Reference to complaints/allegations**

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- Complaints will be dealt with under the school's complaints procedures however, if an allegation of abuse is made against a member of staff, the academy will follow the procedures outlined in the child protection policy

#### **Responsibilities**

- The EAB are responsible for preparing and reviewing this policy every two years.
- The Principal will ensure that recording and reporting system are in place plus report incidents and outcomes to the Governing Body, as and when necessary.

#### **Support for Staff**

- A number of staff will be trained in appropriate methods of holding and restraint. It is the responsibility of all staff to ensure the safety and well being of all members of the Academy community at all times. This responsibility must extend to them 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 the risks of intervening physically are outweighed by the risks of not doing so and that they can apply the hold or restraint safely for the pupil and themselves.
- In circumstances where staff judge that they are unable to apply restraint satisfying the above condition of safety they should remember that the children and young people at the academy are active members of the community and as such should be encouraged to go for help when the circumstances dictates it to be necessary.

#### **Powers to screen search and confiscate.**

- In addition to general power to use reasonable force, the Principal and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items'
  - knives or weapons
  - alcohol
  - tobacco and cigarette papers
  - fireworks
  - illegal drugs
  - stolen items
  - pornographic images
  - any article that the member of staff reasonably suspects has been, or is likely to be used

	<ul style="list-style-type: none"> <li>i) to commit an offence,</li> <li>ii) to cause personal injury to, or damage to the property of, any person (including the pupil)</li> </ul> <ul style="list-style-type: none"> <li>• Principal and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.</li> </ul> <p><b>Academy staff can confiscate any prohibited items found as a result of a search.</b></p> <ul style="list-style-type: none"> <li>• The Principal must ensure the person carrying out the search is of the same sex as the pupil, and the search must be carried out in the presence of another adult also of the same sex as the pupil. Pupils cannot be required to remove any clothing other than outer garments. If pupil's possessions are searched this must also be done in the presence of another adult. The person carrying out the search is able to use such force as is reasonable in the circumstance for exercising that power.</li> <li>• The Headteacher/Head of Academy and EAB will support the actions of staff in the use of physical intervention provided that they have been conducted in the context of this policy and the methods drawn from recognised training have been followed.</li> </ul>
<p><b>FURTHER DETAILS CONTAINED IN DOCUMENTS</b></p>	<p>Appendix 1 List of those qualified to use TEAM TEACH techniques.  Appendix 2 Positive Handling Plan  Appendix 3 Positive Handling Record</p> <p>Behaviour Policy  Child Protection Policy  SEND Policy  Whistleblowing Policy  Complaints Policy</p>

**APPENDIX 1**

- Staff trained in the TEAM TEACH positive handling intervention techniques at the academy are:

Name	Role	Date attended
Trudi Bartle	Principal	8/12/15
James Phillips	Vice Principal	8/12/15
Adam Whitehead	SLT member/Y6 teacher	20/1/15
Laura Welbourne	SLT member/Y6 teacher	24/2/15
Mandy Demoulpied	HLTA/Lunchtime manager	20/1/15





## WHITEHOUSE – POSITIVE HANDLING PLAN

Name:

DOB:

**ENVIRONMENTS & TRIGGERS** - Describe the situations which have led to a dangerous incident in the past.

**RISK** - Circle (or make **bold**) the level of potential risk

Frequency	Low	Medium	High
Severity	Low	Medium	High

Circle (or make **bold**) and/or describe precisely what might happen (st = staff, ch=children)

Slap	Punch	Bite	Pinch	Spit	Kick
Hair grab	Neck grab	Clothing grab	Body holds	Arm grab	Weapons/Missiles

**PREVENTION** - Describe any changes to routines, personnel or environment which might reduce the risk of this happening.

**DIVERSION AND DISTRACTIONS** - Describe interests, words, objects etc which may divert attention from an escalating crisis.

**DEESCALATION** – Describe any strategies which have worked in the past or should be avoided

	Try	Avoid
Verbal advice and support		
Firm clear directions		
Negotiation		
Limited choices		
Distraction		
Diversion		
Reassurance		
Planned ignoring <b>when safe</b>		
C.A.L.M. taking/stance		
Take up Time		
Withdrawal Offered		
Withdrawal Directed		
Transfer Adult		
Reminders about Consequence		
Humour		
Success Reminders		

**PHYSICAL INTERVENTION** – Describe any strategies which have worked in the past or should be avoided

	Try	Avoid
Help Hug		
Cradle Hug		
Standing Wrap if size appropriate		
Sitting Wrap if size appropriate		
Standing Double Elbow		
Standing Single Elbow		
Standing Single Elbow (2 person)		
Sitting Single Elbow (2 person)		
Other Time Out (removed to less stimulating Environment but supervised and Supported)		
Small child escort		
Half shield		

**LISTENING & LEARNING**

Describe any strategies which have worked in the past or should be avoided.

**RECORDING AND NOTIFICATIONS REQUIRED**

Placing Authority	Social Worker	Educational Psychologist	
Parents/Guardians	Doctor /Nurse	Others	

Name	Status	Signed	Date

Log No:	
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### Positive Handling Record

Date	
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Child's name		Staff involved		Witnesses	
Location		Start time		Duration of restraint	

Reason for RPI					
Criminal Offence		Injury to:	Other child/ren Adult/s Self	Serious disruption	
Absconding				Damage	

**Incident**

<b>Diversion, Distraction and De-escalation employed</b>							
Verbal advice & support		Firm clear directions		Negotiation		Limited choices	
Distraction		Diversion/Diffusion		Reassurance		Planned ignoring	
CALM stance & talk		Take-up time		Humour		Withdrawal offered	
Withdrawal directed		Transfer adult		Reminders about consequences		Success reminders	

<b>Physical strategies employed</b>							
Single elbow(1 person)		Single elbow(2 person)		Sitting single elbow (2 person)		Half shield	
Double elbow (1 person)		Double elbow (2 person)		Punch/kick response		Wrap	
Sitting wrap		Small child escort		Fight response			
Other							

PHP amended?	NO	YES	Reason
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**Positive debrief: repair, reflection and rebuilding of relationships is an essential element in the positive handling response.**

<b>Signatures</b>	<b>Date</b>	<b>Signatures</b>	<b>Date</b>
<b>Monitor Signature</b>			