

SVPS Positive Handling Policy



Governor Committee Responsible:	GSG	Staff Lead	Mr. G. Mills
Status	Advisory	Review Cycle	Annual
Last Review	March 24	Next Review Date	March 25

Designation	Name	Date	Signature
Chair of Governors	Mr. R Ellis	12.03.24	
Head Teacher	Mr. G. Mills	12.03.24	

Introduction

At Swindon Village Primary School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. On rare occasions circumstances may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:

- Physical intervention should be used only as a last resort when other appropriate strategies have failed to de-escalate a situation.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Head Teacher as soon as possible
- Parents will be informed of each incident

DFE – Use of Reasonable Force 2013

This document covers advice and guidance for Head Teachers and describes the wording Reasonable; Proportionate and Necessary.

To prevent a pupil from doing, or continuing to do, any of the following:

- causing injury to him/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline'

Our approach

At Swindon Village Primary School, we aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach and, therefore, this policy should be read in connection with our Behaviour Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in *loco parentis* and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure **all** pupils' safety and wellbeing.

Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. Where possible a trained member of staff should be called to an incident to de-escalate and if

necessary use appropriate holds. However, any member of staff may use reasonable, proportionate and necessary force to stop or prevent danger i.e. prevent a child hurting themselves, others or damaging property in accordance with the guidelines below.

In all circumstances, alternative methods should be used as appropriate - including removing the rest of the class from the classroom - with physical intervention, or restraint, a last resort.

When physical restraint becomes necessary:

DO

- ✓ Use a calm voice, stance and body language
- ✓ Tell the pupil what you are doing and why if possible
- ✓ Use the minimum force necessary
- ✓ Involve another member of staff if possible. If possible it should be a trained member of staff (an up to date list of trained staff is in the staff room)
- ✓ Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- ✓ Use simple and clear language
- ✓ Relax your restraint in response to the pupil's compliance

Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil.

The Head Teacher/Inclusion Lead/Member of SLT should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a Behavioural Support Plan or My Plan, which may include an anger management programme, or other strategies agreed by the Inclusion Manager. This may require additional support from, other services, for example the LA or Advisory Teaching Service.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on class charts as a safeguarding concern, if this is not possible then a form in appendix 1 can be used. All sections of this form should be completed so that any patterns of behaviour can be identified and addressed. In the event of any future complaint or allegation this record will provide essential and accurate information.

It is good practice for a member of the Leadership Team to contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known

- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- The school's duty of care to all pupils and staff
- If a child is restrained more than once then their individual Behavioural Support Plan or My Plan should be reviewed and changes made if necessary.

Complaints and Allegations

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures.

Restraint techniques seek to avoid injury to the pupil but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side-effect' of ensuring that the pupil remains safe.

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

References

The Use of Reasonable Force DfE
Section 93, Education and Inspections Act
Most recent Keeping Children Safe in Education
School Behaviour Policy
School Safeguarding Policy
School SEN policy



RECORD OF PHYSICAL INTERVENTION OR RESTRAINT



Steps to Follow as soon as possible after the restraint has taken place.

1. Complete Section 1 in as much detail as possible
2. **Complete a Safeguarding concern form for the child in Class Charts and upload this form**
3. DSL/DSLs to notify parents and fill in Section 2

Section 1

Date of incident:

Start Time of incident:

End Time of incident:

Pupil Name:

D.O.B:

Member(s) of staff involved:

Adult witnesses to restraint:

Pupil witnesses to restraint:

Outline of event leading to restraint:

Outline of incident of restraint (including restraint method used):

Outcome of restraint:

Description of any injury(ies) sustained by restrained pupil and any subsequent treatment:

Signature of staff completing report:

Name: Signed: Date:

Name: Signed: Date:

Name: Signed: Date:

Name: Signed: Date:

Section 2 – DSL/DDSL to complete

Parent/carer informed of incident: Y/N	Date:	Time:	By:
---	--------------	--------------	------------

Outline of parent/carer response:

Signature of DSL/DDSL:

Brief description of any subsequent complaint/action: