

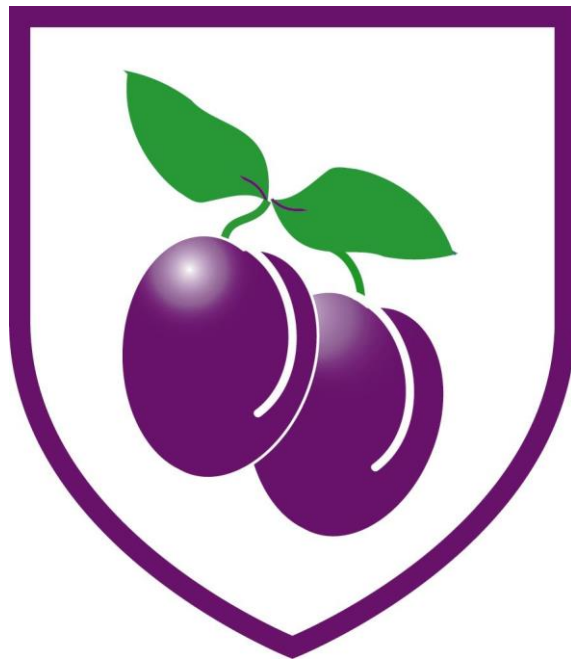
*Plumcroft Primary School*

# Plumcroft Primary School

Universal high expectations

Knowing every child

In pursuit of excellence



## Positive Handling

## Policy

July 2020

## ***Plumcroft Primary School***

We acknowledge that Section 93 of the Education and Inspections Act 2006 allows school personnel to use reasonable force to restrain a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise

(Department for Children, Schools and Families – The Use of Force to Control or Restrain Pupils)

We understand that there is no legal definition when reasonable force can be used. ‘That will always depend on the precise circumstances of individual circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour’. (Department for Children, Schools and Families – The Use of Force to Control or Restrain Pupils)

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

### **Aims**

- To make school personnel aware that they can use reasonable force to restrain a pupil only in extreme circumstances but only with another member of staff present, unless unavoidable. Staff must understand that the first course of action is calling a member of SLT or someone who has had positive handling training.
- To work with other schools to share good practice in order to improve this policy.

### **Role of the Headteacher**

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

## **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- take part in training in positive handling techniques;
- be aware of their responsibility in assessing risks in particular circumstances;
- make judgements when the use of force is necessary and how much force is to be used;
- report to the Headteacher all incidents of restraint and record all incidents on the appropriate report form;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

## **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- liaise with the school council;
- take part in questionnaires and surveys

## **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

## **Minimising the need to use force**

We have the following in place in order to reduce the likelihood of any member of staff using force:

- A calm, orderly and supportive school climate.
- Strong and effective relationships between pupils and staff.

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- A whole school approach to developing social and emotional skills and promoting good behaviour
- An effective staff development programme that develops the skills of positive behaviour management.
- Identifying when an incident is going to happen.
- Using effective strategies to manage all incidents that occur.
- Informing a disruptive pupil that force may be used before using it.

### **School Personnel authorised to use force**

All school personnel whose job involves supervising pupils may use force to restrain a pupil but only in extreme circumstances and with another adult present. Our aim is for staff who have had positive handling training to be called upon immediately unless there is actual danger to children or others

### **Deciding whether to use force**

All staff should do everything possible to alleviate and de escalate every situation  
We acknowledge that when faced with an incident there is very little time for school personnel to think before making a quick but effective decision. Calling upon SLT is always the first action, if time permits.

However, school personnel must be aware of and consider the following:

- Assessing the seriousness of the incident that if force is not used then it could result in injury, damage or disorder.
- After considering alternatives for dealing with the situation, force is the only justifiable way of achieving a positive result.
- Assessing the number of risks connected with using force compared with using other strategies.

School personnel may use the following types of intervention:

- **passive physical contact** by standing between pupils or by blocking a pupil's path;
- **active physical contact** by using restrictive holds (if trained), leading a pupil by the arm or hand or ushering a pupil away by placing a hand in the centre of the back

School personnel must make every effort not to harm a pupil or restrain a pupil that could be interpreted as sexually inappropriate conduct.

### **Risk Assessments**

Risk assessments are in place for:

- a variety of potential incidents
- individual pupils

## **School Personnel Training**

School personnel will be trained in the techniques of restraint when it is available.

## **Recording Incidents**

Records will be kept of all incidents on the appropriate incident record sheet.

## **Reporting Incidents**

All incidents will be reported to the Headteacher who will inform parents by telephone and then by letter of the incident.

## **Post-incident Support**

After an incident has occurred the following procedure will take place:

- First aid if necessary
- Medical help if necessary
- Emotional support to pupils and school personnel
- Discussions with parents

## **Complaints and Allegations**

All complaints will be dealt with by using the procedures as stated in the school Complaints Policy.

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

## **Training**

We ensure all school personnel have equal chances of training, career development and promotion.

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Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

#### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

#### **Monitoring the Effectiveness of the Policy**

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

July 2020

