



## **Positive Handling Plan**

### **Introduction**

The school recognises that there is a need to physically intervene when there is an obvious risk to the safety of its children, staff, or property. Such intervention or restraint is termed “Positive Handling”. All staff at Wootton St Andrew's have completed a Team Teach training course and receive updated training every 3 years.

### **Principles**

- The school has a duty of care to maintain an acceptable standard of safety for all pupils and staff.
- The use of positive handling is part of the whole school policy for behaviour management.
- The use of positive handling is an exceptional measure – a “last resort”.
- Positive handling should not be used for disciplinary purposes.
- Incidents involving positive handling should be carefully recorded.
- Continuing professional development is necessary to increase the ability of all staff to manage contributory issues as well as incidents requiring physical intervention.
- Staff should be alert to risks at all times and develop an ability to predict incidents.
- The taking of immediate action to prevent injury to any person or serious damage to property is not prohibited by law.
- Staff must be aware of the risk to themselves and others when they assess any situation requiring physical intervention.
- Support structures should be available to staff and pupils following any incident requiring the use of positive handling.

### **Guidance: Before an Incident**

Any physical intervention involves a degree of risk; an assessment of the level of risk must be undertaken before deciding to intervene.

The positive handling of a pupil should lead to the calming of the situation and not lead to greater injury or an escalation of violence.

All efforts to avoid physical intervention should have been taken.

Positive handling is a form of control which should only be used when the situation does not allow for any other method to be employed and when a situation is about to exist where:

- the actions of a pupil would place him/herself, other pupils or staff at the risk of serious injury;
- there could be serious damage to property.

The following considerations should form part of the risk assessment:

- the location of the incident and the potential for the restraint to be carried out safely;
- the restrainer's capacity to act calmly;
- the age, gender, physiques and any known medical conditions of the pupil and the restrainer;
- the scope to involve a second adult to assist or supervise;
- the clothing being worn by the pupil and the restrainer, together with any jewellery or spectacles/hearing aid;
- any previous experience by the pupil of restraint and predictable reaction;
- the presence of any weapon.

### **Guidance: During an Incident**

In any application of positive handling, the minimum reasonable force should be used to calm down the situation.

Help should be summoned from colleagues; other pupils should never be involved in a restraint. The pupil should be approached calmly but firmly. Where possible, explain the consequences of refusing to stop the behaviour.

The method of restraint employed must use the minimum force for the minimum time and must observe the following requirements:

#### **Restraint must not:**

- involve hitting the pupil;
- involve deliberately inflicting pain on the pupil;
- restrict the pupil's breathing;
- involve putting the restrainer's full weight on the spine or abdominal area;
- involve contact with sexually sensitive areas.

#### **During any incident, the restrainer should:**

- offer verbal reassurance to the pupil;
- cause the minimal level of restriction of movement;
- reduce the danger of any accidental injury.

### **Guidance: After an Incident**

Following an incident involving positive handling, a record should be made by the restrainer and any other adult who was present. The pupil should also be requested to provide an account. This record should be kept in the school's Incident Book or other appropriate document.

All records should be signed and dated and should include that of the Headteacher or senior member of staff on duty at the time.

The record should include:

- details of where and when the incident took place;

- circumstances and significant factors that led to the incident;
- the nature and duration of the positive handling used;
- the names of all staff and pupils who witnessed the incident;
- a description of any injuries sustained by the pupil or member of staff and any subsequent medical attention;
- a description of any action taken after the incident.

This report should be completed as soon as possible and not later than the end of the working day in which the incident took place.

Following an incident involving restraint, both the pupil and member(s) of staff involved should be given the opportunity to discuss it with an appropriate person who was not party to the incident. The school should have established reporting procedures so that parents, senior staff and a responsible governor are advised of the incident.

Consideration should be given as to whether the restraint complied with this guidance and whether it raised any Child Protection issues.

### **Arrangements for Monitoring and Evaluation**

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