

**LONDON BOROUGH OF HAVERING**



**BRADY PRIMARY SCHOOL  
POSITIVE HANDLING POLICY**

Autumn 2024

# Positive Handling Policy

This policy should be read in conjunction with all other policies including; the Behaviour Policy, Positive Relationships and SEND Policies and should not be used as a standalone policy.

The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force in order to prevent a pupil from:

- Harming him/herself or others
- Seriously damaging property
- Committing a criminal offence
- Acting in a way that is counter to maintaining good order and discipline at the school
- Injury (or harm to self or others) as actual or grievous bodily harm, physical or sexual abuse, risking the lives of or injury to self or others by wilful or reckless behaviour.

## Designated Staff and Procedure

The legal framework states that any member of the teaching staff can use positive handling to restrain pupils, when the situation warrants such an action. The school recognises that this may be necessary, however, where possible, designated members of staff should be called upon in the event of an incident, as soon as possible. The Designated Staff list will be reviewed at the beginning of each academic year, with staff being given the opportunity to remove themselves from the list if they so wish. Designated Staff have received Team-Teach training in risk reduction strategies; they have received training in personal behaviour, diversion, diffusion and de-escalation. Restraint is only a small part of the framework.

If a child has a Behaviour Support Plan (BSP) it should identify trigger behaviours and the preferred supportive and intervention strategies that can be attempted before positive handling techniques are used.

## Procedure

Sometimes “Positive Handling” involves keeping quiet rather than inflaming the situation. In the minority of situations where physical restraint may form part of a positive response this does not mean that it is an alternative to all the other strategies.

Where positive handling may be required the school office should be alerted immediately. The school office personnel should notify the SLT team and request at least two designated members of staff to attend the incident.

Where designated members of staff are teaching, other SLT members should provide supervision of classes.

Whenever possible positive handling should only occur when witnesses are present. Once a pupil is positively handled they should be taken to a quiet room so the pupil can be calmed.

Two designated members of staff must remain with the child at all times, until the child's parents/carers have been contacted.

### **Principles relating to the use of positive handling**

Positive Handling must only be used as a last resort when other strategies have failed. It must serve to defuse or prevent a violent, or potentially violent, situation. It must not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.

Staff should have good grounds for believing that immediate action (Positive Handling) is necessary in order to prevent a pupil from injuring him/herself or others, or causing serious damage to property.

Where possible staff should take steps in advance to avoid the need for positive handling, eg. through dialogue and diversion. The pupil should be warned orally that positive handling will be used unless s/he desists.

Positive handling must not be used in anger. When it becomes apparent that the pupil is not responding to verbal instructions and a violent incident is imminent, the member of staff, wherever possible, should call for assistance before engaging in positive handling. Calling for support and assistance provides support and witnesses.

If a colleague sees that another colleague is becoming more emotional when dealing with the situation then they should use the code word, "There is a phone call for you in the staffroom", this will enable the colleague to withdraw and calm themselves.

When it becomes necessary to positively handle a pupil, the member of staff must, if possible, continue to talk to the pupil in a calm manner, offering choices and time for the pupil to become calm.

The age and competence of the pupil must be taken into account in deciding what degree of intervention is necessary.

- Only the minimum force necessary, to prevent physical injury or damage, should be applied.
- Particular care must be taken to avoid inflicting any unnecessary pain or injury.
- Positive handling must not involve deliberately painful or dangerous procedures. It must:
  - Never interfere with breathing, blood supply or genital areas;
  - Whenever possible avoid holding the head, throat or fingers.
  - Be discontinued as soon as the situation is deemed safe.
  - As soon as it is safe, restraint must be gradually relaxed as the student regains self-control.
- A pupil must never be asked to restrain another pupil.

### **Procedural Points Relating to the Use of Positive Handling**

The circumstances and reason for using positive handling must be recorded immediately, or as soon as possible, but ideally no later than the next working day. (This is to be recorded in the bound numbered booklet if restraint is used by a trained member of staff, which is located within the HT's room).

This must also be logged onto the school's CPOMS system.

The member of staff must inform the Headteacher or Teacher-in-charge as soon as possible of the incident.

The pupil's views should also be recorded as soon as possible, preferably on the same day.

The Headteacher should discuss the incident with the teacher within the first 24 hours.

Counselling may be needed for staff who, following the incident, are distressed. (For example, counselling services are offered who can be contacted via the Employee Assistance Programme - Health Assured on 0844 892 2493

Following the incident, the pupil should be counselled on the reasons why it was necessary to restrain him/her.

Pupils will be interviewed about the reasons that led to the incident and the circumstances that followed. The interviewer must be a senior member of staff who was not directly involved in the incident.

Staff should be provided with opportunities to discuss incidents involving positive handling and their subsequent feelings. Where it is clear that the teachers need further advice/training, the Headteacher should take prompt action to see that it is provided.

Parents/carers will be informed when positive handling has been used and will be given the opportunity to discuss the matter with the school.

**POSITIVE HANDLING - BRADY PRIMARY SCHOOL  
INCIDENT REPORT FORM**

Fill in this form immediately after the occurrence of any incident.  
Forward this report to the Headteacher

**1. BASIC INFORMATION**

Name of student: \_\_\_\_\_ DOB: \_\_\_\_\_  
Year: \_\_\_\_\_ Class: \_\_\_\_\_

**2. EVENTS LEADING TO THIS INCIDENT**

Where did the incident occur? \_\_\_\_\_

When did the incident occur? Date: \_\_\_\_\_ Time: \_\_\_\_\_

How did the incident begin? \_\_\_\_\_

**3. DESCRIBE THE INCIDENT**

What was happening at the  
time?.....  
.....  
.....  
.....

Was anyone else  
involved?.....

Did anyone else see what happened? (give details)  
.....  
.....  
.....

What behaviour was the pupil presenting that warranted  
restraint?.....

Was there damage to property or an assault on a student or staff during the  
incident?.....  
.....  
.....

What did you do to try to defuse the situation before using  
restraint?.....  
.....  
.....

How was the student restrained? (describe – e.g. two people escort, one person wrap.....

.....  
.....

For how long?..... By how many staff?.....

Were they authorised?.....

**4. INJURIES SUSTAINED**

.....  
.....

Completed by:\_\_\_\_\_ Date:\_\_\_\_\_

