

The Royal Liberty School

"Where boys are ambitious, where boys succeed"



Positive Handling Policy

SCHOOL	
Reviewed by:	Mr A Henry (AHT)
Review Date:	November 2018
Next Review:	November 2019

This policy should be read in conjunction with all other policies and not as a standalone policy.

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

Harming himself 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 and self-poisoning.

Designated Staff and Procedure

The legal framework states that **any member** of the teaching staff can use positive handling to restrain students, when the situation warrants such an action.

Positive Handling

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.

Procedure

Where positive handling may be required the main school office should be alerted immediately.

The main 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 student is positively handled they should be taken to a quiet room so the student can be

calmed.

Staff accompanying the student must have a walkie-talkie or another means of communication.

Ideally two designated members of staff must remain with the student at all times, until the student's parents/carers have been contacted. If a judgement is made that a student needs time alone to calm down, adult supervision can be removed from the room as long as a door is left open and a colleague waits in the corridor to support if required and ensure the area is free from other students and staff.

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 student from injuring himself or others, or causing serious damage to property.

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

Positive handling must not be used in anger. When it becomes apparent that the student 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.

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

The age and competence of the student 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 impede the breathing, blood supply or genital areas.

Never touch intimate 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.

Positive Handling Policy

A student must never be asked to restrain another student.

Operational/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.

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

The student'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 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 Education Personnel Department)

Following the incident the student should be counselled on the reasons why it was necessary to restrain him

Students 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 in consultation with LADO.

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

Post incident information should include an action plan to minimise any further positive handling for a specific student.

Review

This policy will be reviewed annually and amended as necessary.

Date of this policy: April 2015

Date of review: January 2017

Next review date: January 2018

Reviewed by: Anthony Henry, Assistant Headteacher

Signature of Head Teacher:.....

Date:.....

Signature of Chair of Governors:.....

Date:.....

**POSITIVE HANDLING
INCIDENT REPORT FORM**

Fill in this form immediately after the occurrence of any incident.

Forward this report Mrs A Saunders, Head Teacher , Mr A Henry, Assistant Head Teacher

1. BASIC INFORMATION

Name of school: _____

Name of student: _____ DOB: _____

Year: _____

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 student 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, supine control) _____

For how long? _____ By how many staff? _____

Were they authorised? _____

4. INJURIES SUSTAINED

Was anyone injured? **YES/NO** If yes, give details _____

Was this recorded in the accident book? **YES/NO**

Was the student checked for injuries by a member of staff who was not involved in the incident?
YES/NO If yes, by whom? _____

5. IMPLICATIONS FOR FUTURE PLANNING

What do you think this behaviour was about? (e.g. attention, emotional release, task escape mechanism, other) _____

6. FOLLOW UP ACTION

The incident was reported by: _____ (designation)

Parent/carer was informed by? Check box

Telephone & letter (with student) Letter (post) Personally

When were they informed? Time _____ Date: _____

Incident form completed by: _____ Post Held: _____

Date: _____ Copies to: _____ School file: