

# ST. CHAD'S PRIMARY SCHOOL

## POSITIVE HANDLING AND PHYSICAL RESTRAINT POLICY

<b>Document Holder</b>	<b>Mandy Grubham</b>
<b>Date Approved By Governors</b>	<b>March 2024</b>
<b>Review Date</b>	<b>March 2027</b>

**Positive Handling and Physical Restraint Policy March 2024**

*This Policy is in addition to our school Behaviour Policy, and outlines the detail of what will happen in the event that a child requires physical restraint as an appropriate additional intervention.*

### **Staff training and expertise in dealing with situations of challenging behaviour at St. Chad's.**

All staff at St. Chad's, deal with situations involving challenging behaviour, without the need for physical intervention. Regular staff meetings and INSET sessions are held, which focus on the least intrusive ways to avoid conflict and positive interventions and strategies are fully utilised to de-escalate situations and prevent further issues. Staff understand that all behaviour is a form of communication and are committed to a restorative approach, in order to improve self-regulation now and in the future.

### **Positive Handling for ALL children at St. Chad's.**

For the majority of children at St. Chad's, situations which involve challenging behaviour are dealt with in a calm and non-confrontational manner which use a restorative approach and link to the zones of regulation. The outcome is usually a de-escalation of the problem without the need for physical intervention.

### **What the law says about the use of restraint**

There are 5 reasons by law whereby any member of staff could use physical restraint in the form of 'reasonable and proportionate force' without any specific training.

Children who are or at risk of:

1. Harming themselves
2. Harming others
3. Significant damage to property
4. Breaking the law
5. In school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

### **Positive Handling for children in 'crisis' at St.Chad's**

At St.Chad's we have some children with additional behaviour needs, which leave them at a 'greater risk' of presenting challenging behaviour, for a variety of complex reasons. It is therefore imperative that additional measures are put into place to protect children and staff who work with children and intervene when children are in 'crisis'.

The following additional interventions will be used with children in 'crisis' at St.Chad's:-

1. Whenever possible, if it has been identified that individual children are presenting with challenging behaviour which may result in a situation that involves positive handling, the Executive Principal, Head of School or SENCO will meet with parents and staff from previous establishments to complete a profile of the child, which will include a risk-assessment of potential triggers and behaviours which could easily escalate without additional intervention.
2. Parents of children that have been identified, will be required to sign a form (Appendix A) that allows staff who are trained to handle children using the 'Team-Teach' approach; to positively handle children if there is a 'significant' risk to themselves or others. Parents will also be given a copy of this policy and the school behaviour policy as part of this process.
3. Strategies that are both successful and less successful for each child, will be regularly updated on each child's individual profile to inform staff as to the most likely successful way to manage individual needs.
4. Where a child goes into 'crisis' and there has not been a previous incident which has resulted in the above actions being taken, trained staff will use their judgement if physical intervention is required, to reduce the significant risk that they will be posing to themselves and others. Any incidents requiring physical intervention will follow the same process for recording and reporting as any incident with an identified child would and subsequent action will require the AP, HoS or SENCO to meet with parents to consider the risk of whether this is likely to reoccur and if it is, then the appropriate forms will need to be signed by parents and school, with a package of support agreed to minimise the risk and support the child, appropriately.
5. The definition of a child in 'crisis' is when they pose a significant risk to themselves or others. These behaviours **may** include:

- Damaging property.
- Moving towards danger.
- Fiddling with electrics.
- Climbing trees, fences, walls, roofs or out of windows.
- Tapping or threatening to break glass.
- Moving towards or picking up objects which could be used as weapons.
- Deliberately hurting themselves.
- Grabbing or threatening others.
- Hurting others (e.g. kicking, slapping, biting, scratching, punching, pulling hair out).
- Removing clothes to expose their body.

Restrictive physical interventions will only be used when a child is in 'crisis'. In the event that a child is in 'crisis', reasonable, proportionate and necessary positive handling will be used by staff who have attended the 1-day, 'Positive Handling for schools' Training to prevent children causing significant injury to themselves, others or the property of others.

The Positive Handling approach focuses on the minimum amount of force for the shortest amount of time and the physical techniques that have been developed rely on bio-mechanical efficiency rather than physical force, which could cause unnecessary injury and damage the positive relationships that we have in school. If physical restraint is required then the incident is logged (Appendix B) after all parties involved in the incident have had time to fully recover. Parents will be informed when physical restraint has been used.

#### Recording and reporting

Trained staff will complete Appendix 2, make HT aware of situation and ensure a copy of the incident is filed in the Incident folder in HoS office. The information will be recorded on Arbor and a member of leadership team will communicate the incident with parents. This may be different for each child depending on the preferences of the adult.

#### Monitoring and Review

The Executive Principal and Governors will review the policy every 3 years in line with training or before if needed in conjunction with the whole school Behaviour Policy.

#### Staff who received the 1-day 'Positive Handling' Foundation training on 22.03.24

Sarah Simner

Hayley Opie

Louise Stevenson

Shannon Macdonald

Sabrina Field

Stephanie Higgins

Lauren Akers



## St.Chad's Catholic Primary School



### Parental consent form, for the permission of Positive Handling and Physical Restraint of children with additional behavioural needs.

Name of child \_\_\_\_\_

D.O.B: \_\_\_\_\_

*"I have read and understand, the St. Chad's Behaviour Policy and the St. Chad's Positive Handling and Physical Restraint Policy."*

Signed: \_\_\_\_\_ (Parent)

*"I understand that restrictive physical interventions will be used when my child is in 'crisis'. In the event that my child is in 'crisis', reasonable, proportionate and necessary positive handling will be used by staff who have attended the 1-day'Positive Handling for Schools' Training to prevent my child causing significant injury to themselves, others or the property of others."*

Signed: \_\_\_\_\_ (Parent)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Headteacher)

Date: \_\_\_\_\_



(Appendix B)

ST.CHAD'S PRIMARY SCHOOL

INCIDENT REPORT FORM FOR THE USE OF PHYSICAL RESTRAINT



<b>1. Who was involved?</b>			
Pupil Name			
Class:		Date:	
Location:		Lesson	
Time and duration of incident (approx. time):			
Who was involved?			
<b>2. Incident report</b> <i>Please see CPOMS for incident report</i>			
<b>3. De-escalation techniques used (tick)</b>			
Verbal support		Appropriate humour	
Distraction		Tactical Ignoring	
Staff change		Choices/consequences	
Calming language		Use of environment	
Other (describe)			
Any further details about how successful these were:			
<b>4. Physical intervention</b>			
Team Teach Techniques Used			
Guiding Away (Caring 'C')		1 person Double elbow escort	
Help Hug / Caring 'C' Arm Hold		Clothing responses	
2 person single elbow		Bite responses	
2 person Single Elbow to chairs		Response to kicks	
Response to dead weight		Response to punches	
Hair responses		Beanbag support	
Response to spitting			
Other (explain)			
What was the outcome of the RPI?			
How effective was the technique in this situation?			

<b>5. Post Incident Support / Restorative Conversation / Repair / Reflection</b>				
Has debriefing between pupil and staff taken place?	YES		NO	
Has debriefing for the staff member taken place by a member of the Team Teach team?	YES		NO	
What may have been the function of the behaviour?				
Avoid demands		Frustration		
Avoid work		Gain control		
Gain something		Other need (eg. toilet)		
Other:				
Could this have been prevented?	YES		NO	
If YES, please explain further:				
<b>6. Reporting Injuries</b>				
Was anyone hurt during the incident?				
Pupil	YES/NO If yes, where recorded?	Staff	YES/NO If yes, where recorded?	
If medical assistance was required, give details:				
Signature of person reporting incident:				
Name of person reporting incident:				
Role of person reporting incident:				
Date:				
Parents informed by:		Letter / In person / telephone		
Any other additional information				
For completion by member of SLT				
Signed:				
Role in school:				
Date:				

*Form need to be signed by MG or TP  
Form then needs to be logged*