



Snape Wood Primary and Nursery School
Excellence for All

‘We are a small school that makes a big difference’

‘To provide excellence for all within a happy, safe, and stimulating learning environment’

Positive Handling Policy (Restrictive Physical Intervention)

SNAPE WOOD PRIMARY AND NURSERY SCHOOL	
Approved by: Full Governing Body	Date: Spring 2023
Review Date:	Spring 2024

INTRODUCTION

1.1 This policy is based on guidance from Nottingham City Council Approach Training on De-escalation and Positive Handling.

1.2 Staff should also refer to the whole school positive behaviour policy on behaviour and discipline.

THE USE OF POSITIVE HANDLING

Individual risk assessments and handling policies for children who have previously had to have restrictive physical intervention or are at risk of, will be made by the SENDCO. These will be shared with parents.

2.1 At Snape Wood Primary School we believe that the use of positive handling is only necessary to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Causing serious damage to property, including their own
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in the classroom during teaching session or elsewhere on the school grounds or off-site on an educational visit.
- The use of positive handling will **always be the last resort**. All other behavioural management strategies will be used before physical intervention.

2.2 Named individuals are trained in 'De-escalation and positive handling'. This information is kept securely on the server. The training will be refreshed annually.

2.3 In the event of using positive handling then only the trained techniques will be used. It should be used only to control or restrain and never with the intent to cause pain or harm. Staff should always avoid touching or holding a pupil in a way that might be considered inappropriate.

2.4 In using Positive Handling, the level and duration of the restraint will always be the minimum necessary to restore safety. In any action, due regard has to be taken to the age, understanding and relevant characteristics of the pupil. Knowledge of the pupil is a key factor in the judgements that will be made.

2.5 Most children who may require positive handling will have an individual Handling Policy in their file detailing strategies and techniques used. A risk assessment will have been first completed on the child. The individual handling policy and outcomes of the risk assessment will be shared with parents/carers and other relevant parties.

2.6 In the event of a child requiring positive handling but who does not have an individual handling policy, then positive handling will be used. The recording procedures as set out below must still be followed.

2.7 In the event of a child requiring positive handling it is important to remember: in then the requirement from the Use of Reasonable Force July 2013 government document will be used.

“All members of staff have a legal power to use reasonable force...can be used to prevent pupils from hurting themselves or others, damaging property or causing disorder... the decision on whether or not to physically intervene is down to the staff member concerned and should always depend on the individual circumstances”

In line with the document examples of when reasonable force can be used:

“Remove disruptive children from the classroom where they have refused to follow an instruction, prevent a pupil behaving in a way that disrupts a school visit or event, prevent a pupil leaving the classroom where allowing them to leave would risk their safety or disrupts the behaviour of others, prevent a pupil from attacking a member of staff or pupil or stop a fight, restrain pupil at risk of hurting themselves”

Handling is always the last resort.

Post incident support

Any incident involving RPI is likely to be highly emotional and distressing for all pupils and staff involved, whether they are involved directly or as observers. Support is always made available to the staff and pupils involved. This is offered in a timely manner when individuals are sufficiently calm to be able to talk about the incident. It is important for us to help pupils understand why RPI was used, allow them to explain how they felt about it, the triggers for their behaviour and to explore how they could make different choices about how they behave in the future to reduce the need for this type of intervention.

Staff are offered an opportunity to talk about the incident, how they feel about it, how it might impact on their future relationship with the pupil and how this can be addressed. This also includes a discussion about how the incident could have been managed differently. The support given to staff and pupils is recorded in the follow up action section of the RPI incident record form.

RECORDING INCIDENTS

3.1 Where positive handling has been used, the incident must be reported immediately to the Head teacher Shewley Choudhury. In her absence Daniel Wright (DSL + DHT/SENDSCO) or a member of the SLT must be informed.

3.2 The handling log must be completed by the staff involved as soon as possible after the incident and uploaded onto CPOMS.

3.3 In the event of an injury occurring, the appropriate accident/violence to staff reporting procedures must be followed.

3.4 Parents of the pupils involved will always be advised of an incident on the same day and it may be necessary for it to be followed up by other disciplinary action or pastoral support.

It should be read in conjunction with the Behaviour policy, Safeguarding policy and Health and Safety policy.

Role of the Governors

A Physical Intervention log is reported to the governing body termly in line with safeguarding and behaviour logs.

Forms Example:



RPI Form.docx



Record of Incident requiring

Name of Pupil:	Date:	Approximate start time:
Name of Staff involved:	Individual handling plan: Yes/No	Approximate end time:
	Individual Risk Assessment > Yes/No	
Risk Assessment: Yes/No		
Reason for Intervention		
De-escalation strategies used:		
Intervention and positive handling strategies used:		
Outcomes:		
Aftercare child: (for example drink, snack, calm box)		
Aftercare staff: (for example spoken to SENDCO)		
Parent/carer informed on collection by: Letter Phone Call In Person		
Headteacher/SLT comment:		