

# Anston Park Schools

## Positive handling Policy



Article 29 – All children have the right to an education that  
develops their talents and abilities

## **The use of positive handling**

Central to this policy is the understanding that any physical intervention used by staff is as a last resort once all other less intrusive strategies have been exhausted.

There may be rare occasions when the use of reasonable force may be necessary. This led to circular: 10/98, which sets out guidelines for the circumstances on which reasonable force may be used by members of school staff. These circumstances fall into these categories:

There is an imminent risk of injury (themselves, other children or adults working in school)

There is a developing risk of injury or significant damage to property

A pupil is behaving in a way that is compromising good order and discipline e.g. a pupil persistently refuses to obey an order to leave a classroom or is behaving in a way that is seriously disrupting a lesson.

A child is demonstrating his/her intention to run away into possible danger.

The role of all staff is to promote the successful inclusion of all children. In order for some children (including SEND) to access the curriculum and be able to enjoy a range of activities as part of their learning programme it may be necessary to:

Have differentiated activities/timetables in place meeting the child's learning style

Have a behaviour plan, hierarchy of support and or IEP in place

Have support/systems in place to facilitate less intrusive strategies (planned and directed by the class teacher)

The 'Team Teach' recommendations are that the following procedures are followed:

**Positive handling: a range a less intrusive Team Teach strategies are used first to:**

**De-escalate**

**Defuse and divert (reassurance, choices, agreed time out, planned ignoring)**

**Distraction activity in order to prevent violence and reduce the risk of injury to children and staff**

**Guides:** the positive application of force to overcome minimal resistance, prompting and encouraging a person's free movement. The purpose of its application should be to safeguard the person, other people or prevent significant damage to property.

**Controls:** the positive application of force to overcome moderate resistance, guiding and directing a person's free movement.

**Restraints:** the positive application of force by staff completely directing, deciding and controlling a person's free movement. The purpose of this application is to safeguard the person, other people or prevent significant damage to property (paragraph 16 circular: 10/98).

**Last resort:** guides, controls and restraints are the very last resort when all less intrusive positive handling strategies have been put in place.

All incidents, when positive handling or restraint is used, must be recorded as soon as possible. The following information should be detailed:-

- Name of pupil involved
- Time of incident
- Place where incident occurred
- Names of staff involved
- Details of the incident

**Incidents where children have demonstrated physical assault and / or verbal violence to staff are recorded on the Rotherham Metropolitan Borough Council violence to staff report and this is emailed to health and safety at Rotherham Borough Council.**

Where it is known or anticipated that a pupil's behaviour might require positive handling or restraint, a specific plan will be drawn up for that pupil and communicated to all involved (staff and parents).

Parents of all children who are likely to require any physical prompts as part of their learning programme or behaviour plan should be given a copy of this policy. They will be asked to sign the enclosed agreement form which gives consent for the use of physical prompts and restraint in extreme circumstances.

I have read the Positive Handling Policy. I have discussed the issues in relation to:

Name of child:

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I agree to staff using physical prompts if appropriate

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Parent/Carer

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Member of staff

Incident follow up form for number \_\_\_\_\_

<p><b>Member of staff making the report:</b></p> <p><b>Role in school:</b></p> <p><b>Witnesses:</b></p> <p><b>Role in school:</b></p>
<p><b>Name of the Parent/Carer informed:</b></p> <p><b>Date the Parent/Carer was informed:</b></p> <p><b>How was the Parent/Carer informed and by whom?</b></p> <p><b>What was the outcome when discussing with parents?</b></p>
<p><b>Has any complaint been logged by the Parent/Carer?</b></p>
<p><b>Details of 'follow up' procedures, including post incident support, monitoring arrangements, behaviour plan reviewed and or adapted</b></p>
<p><b>Support required for staff involved</b></p> <p><b>Violence to staff form completed Y/N</b></p> <p><b>Discussed with Head teacher Y/N</b></p>