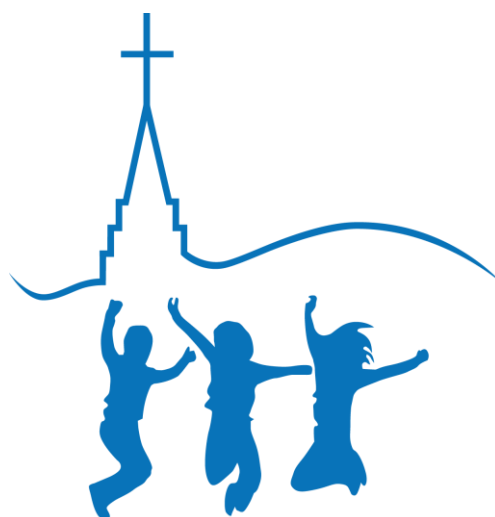


A St. Michael's CE (VA) Junior School Policy



St. Michael's CE (VA) Junior School

By God's love we all flourish together.

At St Michael's, by God's love and through our Christian values of Love, Faith, Respect and Courage, we celebrate uniqueness and nurture curiosity, enabling each child to flourish on their own rich learning journey whilst contributing to the wider community.

Positive Handling (including restraint) POLICY

Reviewed by Pupil & Curriculum:	Autumn 2019
Ratified by Pupil & Curriculum:	Autumn 2019
To be reviewed	Autumn 2021

Rationale:

At St Michael's we believe that good behaviour and discipline are essential to successful teaching and learning. This policy is guidance to staff, and should be read in conjunction with our Behaviour Policy. It is important to have high expectations of behaviour from all our pupils. Our management of behaviour should preserve and enhance the self esteem of our pupils. The purpose of this policy is to outline guidance and advice on physical contact and intervention for all staff who have contact with children, at all times where children are involved in school activities whether on or off the school premises.

Aims & Objectives:

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on Christian values that reflect mutual trust and respect for all as reflected in our school mission statement. Our school behaviour policy is therefore designed to support the way in which all members of the school can live, work and play together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

We recognise that there are times where physical contact is necessary to comfort or encourage a child and have clear guidelines for staff in this policy in respect of this.

Our school approach to discipline is a positive one but all staff members have a legal power to use reasonable force (section 93 of the Education and Inspections Act 2006) to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property; and to maintain good order and discipline amongst pupils. It is agreed that the use of force is '**a last resort**'. Our school uses the guidance found in the DFE guidance: *The use of force to control or restrain pupils* (2010) and the county recognised *Essex Step On/ Step Up Programme*. Our policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Our school is inclusive and takes into account the needs of all individuals in the learning community. It is essential that everyone is safe and secure so that our **three basic rights** can be achieved:

- The right to feel and be safe.
- The right to learn.
- The right to be treated with respect.

Definitions:

The use of '**positive handling**' is used primarily in three ways in our school- to control pupils and to restrain pupils.

- **Comfort/Encouragement** may be used when a child is upset or worried.
- **Control** can mean either passive physical contact (standing between pupils or blocking a pupil's path with the child always able to move in the opposite direction) or physical intervention (supporting, guiding and escorting a child to safety)
- **Restraint** is when members of staff physically prevent a pupil from continuing what they are doing after all other strategies such as distraction and de-escalation scripts have not resulted in the behaviour stopping. The use of restraint is only used in extreme circumstances.

The term 'reasonable force' is the minimum force necessary to prevent a pupil from physically harming themselves or others or seriously damaging property. The manner of the force used attempts to preserve the dignity of all concerned and is a last resort. The positive handling techniques adopted in this school are from the Essex Steps Programme.

Some examples of situations where reasonable force might be used are:

- To prevent a pupil from endangering themselves or others with their behaviour e.g. climbing and jumping from wall bars.
- To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- To prevent a pupil causing extreme deliberate damage to property;

Use of Physical Contact when a child is worried or upset.

It is recognised that there may be occasions when a child needs comfort from an adult. This could include, but not be limited to; if they have been hurt, fallen over or been upset by an incident at home.

Staff may

- Offer a child the crook of their arm for the child to hold (thereby enabling the child to disengage when they wish to)
- Lay a hand on the child's shoulder or arm closest to them (thereby not reaching around a child)

Any other contact with a child will not take place.

Preventing the use of restraint.

Steps to avoid situations where force is required are outlined in our Behaviour Policy which includes strategies from the Essex Steps Programme and must be demonstrated by the adult. Physical restraint should always be the last resort.

Staff have a responsibility to ensure the safety and security of their pupils. They are in a particular position of trust (in loco parentis).

The following should be applied in all cases and in accordance with the Essex Steps Programme:

- Staff should delay if at all possible
- An 'on the spot' risk assessment for each occasion that you feel reasonable force or restraint may be necessary should be made.
- Action should take place for the good of the child, a member of staff or another pupil.
- Assure the restraint is not a punishment.
- Consider the environment, medical circumstances and clothing
- Never use other children as a restraint.
- Restraint or reasonable force should be witnessed by another adult.
- An immediate account of the incident and the steps taken to prevent and deal with a situation must be made to the Headteacher or Deputy in his absence.

Physical intervention:

Physical intervention can take the form of:

- Physically interposing between pupils;
- Blocking a pupil's path;
- Holding as per Essex Steps Programme
- Shepherding a pupil by placing a hand in the centre of the back
- Holding as per Essex Steps Programme in order to direct a pupil to a safe area.

The law does not allow the use of force to include:

- Holding around the neck;
- Any hold that might restrict breathing;
- Kicking, slapping or punching;
- Forcing limbs against joints;
- Tripping;
- Holding by the hair;
- Holding the pupils face down on the ground.

Staff must always avoid touching or holding a pupil in a way that might be considered indecent.

Roles & Responsibilities:

Our school recognised that from September 2010 it is the responsibility of our Governing Body to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, and for reporting these incidents to the parents as soon as practically possible after the incident by a Senior member of staff. [See ABC analysis sheet attached.] Once completed, such forms are filed with the Headteacher.

Our school makes individual risk assessments for pupils with Special Educational Needs and/ or a disability associated with extreme behaviour in accordance with the Essex Steps Programme. Staff will be made aware of

individual pupils who are considered likely to pose serious behavioural problems or violence by the Pastoral Care Manager or Head Teacher.

Legislation allows members of staff to use 'reasonable force' and defines a member of staff as any teacher who works at the school and any person who, with the authority of the Headteacher, has lawful control or charge of pupils at the school'.

At our school some teaching and support staff are trained in the techniques from the Steps Programme it is appropriate, however staff should not put themselves at risk. They would not be failing in their duty of care by not using force to prevent an injury, if doing so threatened their own safety.

Staff at our school know that it is unlawful to use force as a punishment.

New staff will be given a copy of the policy as part of their induction.

Policy Statement:

At St Michael's CE Junior School our approach to behaviour and discipline is summed up through the three rights and these inter-related policies:-

- Behaviour & Discipline Policy policy.
- Positive Handling (Including Restraint) Policy
- Anti-bullying Policy

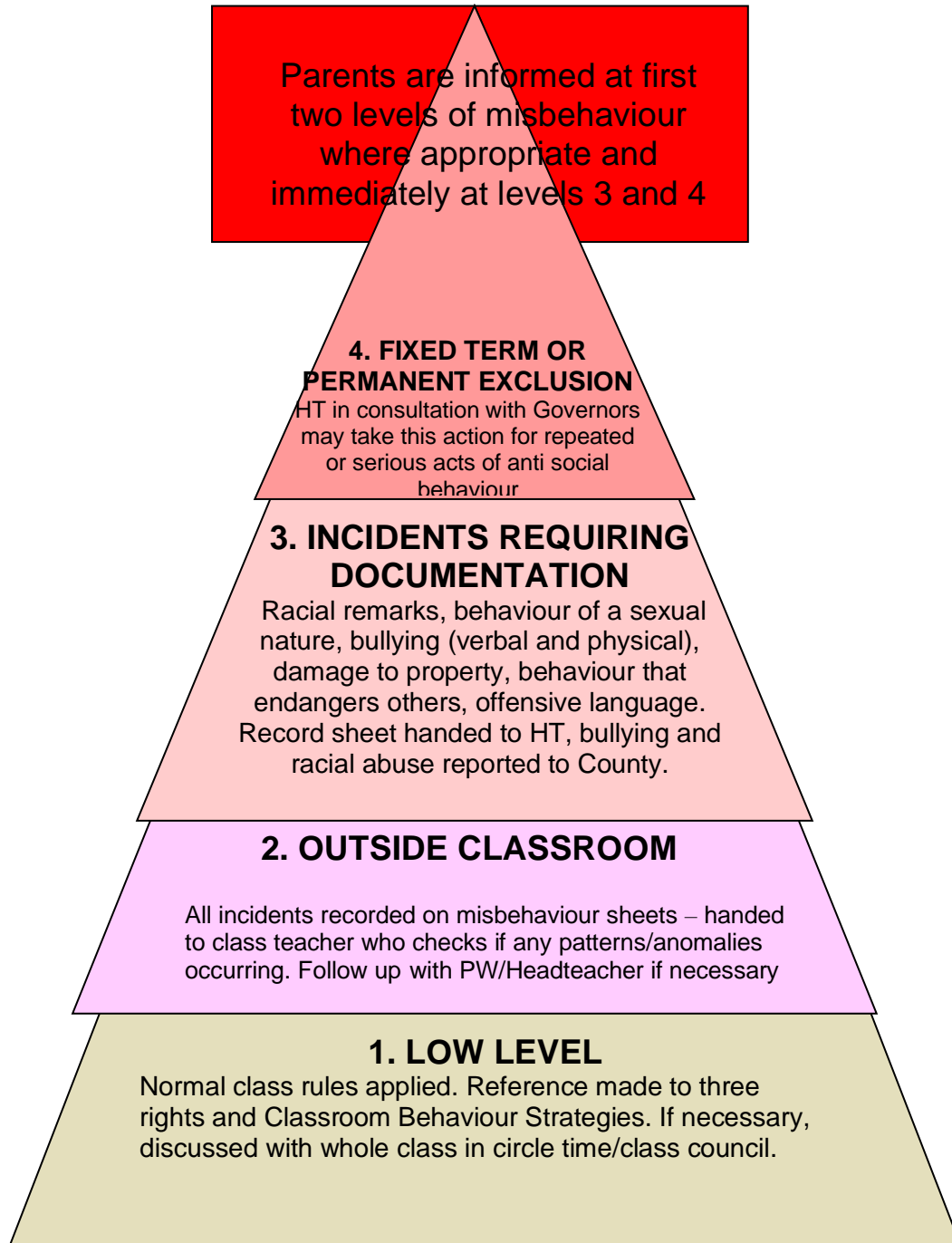
The rationale and the aims and objectives of all of these policies are related and as such the policies are not applied in isolation. Each of these policies also link to **DFES Circular 00368-2010 "Section 93 of the Education Act 1996, The use of force to control or restrain Pupils"**

These policies have been drawn up following discussion between all members of staff, the Governing Body and members of the LA Behaviour Support Team. Parents have been consulted. Members of staff have also taken part in training on the use of positive handling strategies for children displaying severe behaviour difficulties. All staff are familiar with the policy and adhere to it, frequent reviews take place and amendments are made as and when required to ensure the needs of all are fully met.

The Governing Body reviews this policy every two years. They may however, review it earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

Who will be responsible for monitoring? Headteacher & Governing Body.

Consequences of misbehaviour



ABC Analysis Record

Day:	Date:	Time:	Location:
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Pupil:	Class/Form:
Completed:	Handed to for action:

Antecedents- What happened before the behaviour?	What changes need to occur?
Behaviour- What did the pupil do?	What strategies were used to de-escalate the situation? What different strategies could be tried?

<p>If positive handling or restraint were used, what were the reasons?</p>	<p>What techniques were used? By who?</p>
<p>What happened as a result?</p>	<p>Who will work with the pupil to make sure the changes occur?</p>