



# **Cherry Willingham Community School**

## **A Specialist Sports College**

### Positive Handling Policy

Date of approval:	March 2005
Date for review:	March 2007
Governors Subcommittee:	Pupil Services
Policy written by:	D Mills, M Pearce
Named member of staff:	D Mills, M Pearce

## Purpose of the Policy:

- \* To outline the policy of the school within the context of the law, national legislation and school philosophy
- \* To make all staff clear of their responsibilities.

Persons accountable: All staff (teaching / non-teaching) in the school.

Key persons: The Headteacher and Student Services Manager.

Overall responsibility: The Headteacher.

## Background:

The school policy is written within the context of the LEA guidance, Positive Handling Policy 31/12/02 and addendum 17/2/03 and this guidance forms the basis of the school policy (see addenda to policy).

The school is an 'aspirational' school and our philosophy is always to motivate and inspire pupils to behave and do well rather than following positive sanctions. We aim to encourage pupil self awareness and responsibility for their actions. This stresses our belief in mutual respect between all staff and pupils who are on this site.

We accept the philosophy that the aim of a positive handling policy should be to avoid confrontations between pupils and staff and that physical restraint should only be invoked when all other responses have been exhausted.

## Staff Awareness

- \* It is the responsibility of the Headteacher and senior staff to make all staff aware of their responsibilities under the policy.
- \* Staff will be reminded of this policy through
  1. Staff meetings.
  2. Training sessions.
  3. The Staff Handbook.
  4. Post incident debriefs.

## Key aspects of the policy guidance to staff

1. \* The policy of the school is that there should be no physical restraint or punishments of pupils.
2. \* The exception to this is that action may be taken when there is a concern that there is a potential danger to:

- \* the pupil him/herself
- \* a member of staff
- \* another pupil.

3. \* When a pupil directly disobeys a member of staff e.g. runs off when reprimanded, and there is no danger, it is generally wise to allow the pupil to do this rather than to attempt to prevent it. It might be reasonable e.g. to close a door or stand in front of it, but no attempt should be made to stop a pupil if the pupil indicates by words or actions that he/she intends to do so.
4. \* Staff should be aware of the ways in which potentially violent or aggressive incidents may be de-escalated, especially by appropriate use of voice and body language.
5. \* The school does not accept that it is always inappropriate to hold or touch a pupil, e.g. a distraught child runs off and stands outside the school entrance. It may be helpful to guide a pupil back by gently holding an arm or by an arm around the shoulder. This should be stopped immediately if there is resistance unless the circumstances are those described in (2) above.
6. \* Emphasis is laid on the prohibited actions under LEA guidance i.e.
  - holding a pupil by the neck or over a joint
  - never kicking, slapping or punching a pupil
  - no application of pressure over the airways and breathing should never be restrained
  - using pain to ensure compliance
  - the assistance of pupils in restraining pupils
7. \* Physical intervention must always be discontinued under LEA guidelines if there are signs of the following:
  - difficulty in breathing
  - rapid breathing
  - seizures
  - vomiting
  - choking
  - blue colouration to extremities
  - painful swelling
  - mottling, paleness or discolouration of the skin
8. \* It may not always be possible, but it is always best to have the involvement of another member of staff if physical intervention is necessary. Staff should always consider the advisability of seeing pupils alone, especially if they are in a room where their actions are not clearly visible to others.
9. \* As is normal in behavioural incidents, detailed statements should be written

by all relevant witnesses. It may be helpful to get pupil statements, but be very careful. There must evidently be no coercion of pupils and statements should always be collected by a member of staff other than the one who was involved in an incident.

10. \* If appropriate an accident report form should be filled in.
11. \* In an incident involving physical restraint, post-incident actions, including all paperwork will be supervised by a senior member of staff – normally the headteacher or a deputy headteacher. This could be delegated to the Student Services Manager (if the headteacher is involved, this should normally be delegated to a deputy headteacher).
12. \* Consideration should always be given to the need for support of a member of staff involved in an incident.
13. \* There should be a routine debrief on an incident (normally led by the Headteacher). Consideration should be given to the need for
  - future review of policy (i.e. lessons learned)
  - further staff advice/training
  - action planning for dealing with the pupil(s) involved.
14. \* Parents should be contacted as a matter of urgency and the details of the incident described to them. Normally the parents will be asked to take the pupil home. Arrangements should be made for a future discussion of the incident with parents. Usually such an incident will imply a serious breach of the schools behaviour policy.
15. \* If there is a parental complaint, this should be dealt with under the normal procedures. Parents may also be advised to contact the LEA.
16. \* Consideration will have to be given as to whether it is appropriate for a child involved in an incident to return to school. IN this case this would be dealt with under the school/LEA exclusion policy.
17. \* Before the child returns a risk assessment should be carried out. This should consider future potential threats/dangers to the child him/herself/staff/other children. Parents must be involve din and supportive of this. The school believes that it will be difficult to re-integrate a pupil where parents are not supportive.
18. \* Consideration should be given to the need to establish/amend an individual education plan for the pupil involved in the incident. There could be a need to instigate a statementing process or to amend on existing statement.

