



Positive Handling Policy

Policy Date:	1 st February, 2021	Version: 1.1		
Policy Review Date:	February 2024	Headteacher Debra Bailey	Signed	Insert Date
Ratified by Governing Body:				
Sue Welford (Chair of Governors)		Insert Signature	Insert Date	

Rushey Mead Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on pupils' safety and in light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies.

This Positive Handling policy is written to comply with the Department of Health document: 'Positive and Proactive Care: reducing the need for restrictive interventions' (April 2014).

Introduction

Rushey Mead Primary School expects all members of the school community to treat each other with compassion, dignity and respect. We have a robust behaviour policy which all staff in school follow.

However, some children present with Social, Emotional and Mental Health (SEMH) difficulties which fall outside of the remit of the behaviour policy. Therefore, we have some children 'whose needs and histories mean that [children] can reasonably be predicted to present with behaviours that challenge' (Para 27, p 19). For these individuals, a range of positive behavioural support strategies are used.

These include:

- Using person – centred, values-based approaches
- Use of behaviour support plans (**Primary preventative strategies**)
- De-escalation techniques (**Secondary preventative strategies**)
- Positive handling (**Tertiary strategies**)

Positive handling should only be used when all other de-escalation strategies have been tried unsuccessfully or in an emergency situation.

Positive handling 'restrictive interventions' are defined in the guidance as 'deliberate acts on the part of other person(s) that restrict an individual's movement, liberty and/or freedom to act independently in order to:

- **Take immediate control of a dangerous situation where there is a real possibility of harm to the person or others if no action is undertaken; and**
- **end or reduce significantly the danger to the person or others; (or seriously damaging property).**
- **Contain or limit the person's freedom for no longer than is necessary.'**

Should these exceptional circumstances arise, all teaching and support staff at Rushey Mead Primary School are team teach trained and are authorised to use restrictive interventions (positive handling) by the Headteacher.

Post Incident Reviews

‘Whenever a restrictive intervention has been used, staff and people should have separate opportunities to reflect on what happened.’

The following necessary documentation must be completed:

- SO2 form
- Electronic Physical Intervention form (EPIF)

For those children with a Special Educational Need whose difficulties include ‘disturbing, distressing and challenging behaviour, which may result in self injury, injury to others or damage to property’ (Guidance No.34 above) and whose behaviour needs direct handling as a matter of course, a Positive Handling Plan will be written to work alongside a Pupil Outcomes Plan.

Procedure

- It is important to talk through your actions in a calm way;
- if necessary, ask other children to move away and other staff to make the area safe, e.g. removing potential hazards;
- release the child when they are calm;
- remove to a quiet area if possible to discuss/diffuse/ resolve incident;
- allow yourself time to calm down and assess the incident (other staff to step in if needed);
- incidents resulting in injury – however minor- will be logged as soon as possible using the SO2 forms;
- other incidents will be logged using the incident report form;