



Positive Handling Overview for Stanchester Staff

1. Looks for signs of a student escalating.
2. Staff should model the behaviour they want the pupil to emulate, so relaxed and open body language and quiet calm tone of voice.
3. Staff should avoid making threats or promises you cannot carry out. Do not be defensive or take it personally, use sarcasm or humiliate the pupil.
4. Call on call in an emergency.
5. Ensure you are not alone if positive handling is required.

When positive handling becomes necessary:

DO

- Calmly tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff as soon as possible
- Tell the pupil what s/he must do for you to remove the restraint/hold (this may need frequent calm repetition)
- Use simple and plain language
- Hold limbs above a major joint if possible e.g., above the elbow to guide using the 'caring c's (open up facing palms and fingers together – avoiding a grabbing motion).
- Relax your hold in response to the pupil's calming

DO NOT

- Act in temper (involve another staff member if you fear loss of control)
 - Involve yourself in a prolonged verbal exchange with the pupil
 - Involve other pupils in the hold/physical intervention
 - Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
 - Twist or force limbs back against a joint
 - Bend fingers or pull hair
 - Hold the pupil in a way which will restrict blood flow or breathing. eg around the neck or torso
 - Slap, punch, kick or trip up the pupil
 - Use physical intervention as a punishment
6. If another member of staff assesses the adult currently intervening requires time away from the student, as the situation is continuing to escalate, they should use the phrase, '**Help is here if needed.**

After an incident requiring positive handling:

1. The pupil and the member of staff will be checked for any sign of injury after an incident.
2. When the pupil regains complete composure, a senior member of staff (or their nominee) will discuss the incident and try to ascertain the reason for its occurrence. This discussion should not take place whilst the pupil is still in a heightened state.

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3. The member of the Senior Leadership team will contact parents as soon as possible after an incident, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it. Parents should be able to support their child with the debriefing session if the senior member of staff feels this is appropriate for that pupil and situation.
4. The pupil and member of staff will be given the opportunity to explain things from their perspective. All necessary steps will be taken to re-establish the relationship between the pupil and the member(s) of staff involved in the incident.

Recording Incidents of Positive Handling

- All incidents should be recorded on the Pupil Incident Report Form – see Appendix A of policy.
- The incident form needs to be passed to the member of SLT to continue dealing with the situation as soon as completed
- The same incident will also be briefly summarised in a bound, numbered book
- If a student is raising concern or there are repeated incidents which require positive handling a Risk Assessment and Positive Handling Plan must be completed and shared.