

St. James CE Primary School



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Positive Handling Policy

Flourish
Respect Courage
Friendship Develop
StrongGrowth
Community StJames' Strive
God Trust Kindness
Freedom Unique Perseverance
DeepRoots Positivity
WholeChild
Responsibility

Statement of Vision and Values

In consultation with pupils, parents, governors, community members and staff our vision and values were generated based on our inspiration from the Parable of the Sower and how this links to our children and their journey with us.

Our School Vision:

Within our community we strive to develop deep **roots**, strong **growth** and freedom to **flourish** as a unique and whole child of God.

Matthew 13 - The Parable of the Sower – ‘... but the seed falling on good soil refers to someone who hears the word and understands it.produces a crop, yielding a hundred, sixty or thirty times what was sown.’



Values

We decided at St James CE Primary School that **Kindness and Respect** are values which we feel underpin our vision and are incorporated in all we do and say – so therefore these two values will be taught alongside all the other six values we have chosen.

½ termly focus	Value
Autumn 1	Responsibility
Autumn 2	Friendship
Spring 1	Perseverance
Spring 2	Trust
Summer 1	Courage
Summer 2	Positivity

Positive Handling Policy

1. The Legal Framework

Physical handling should be limited to emergency situations and used only in the last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables trained staff in the school, authorised by the Headteacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise. (Examples of possible situations are given in Appendix 1)

This policy is also written in accordance with the Government guidance 'Use of Reasonable Force and Other Restrictive Interventions Guidance' (April 2025).

2:1 Definition of Positive Handling

Positive Handling is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property.

2:2 General Policy Aims

Staff at St James CE primary school recognise that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety/well-being and also to maintain good order and discipline. Our policy on Positive Handling should therefore be read in conjunction with our Behaviour, Mental Health and Wellbeing, and Safeguarding policies.

2:3 Specific Aims of the Positive Handling Policy

We aim to ensure that every member of our school community is safe at all times whilst in school, and that they are protected from harm. We also aim to protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful. The purpose of this policy and our practice in school is to provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and how to deal effectively with violent or potentially violent situations.

2.4 Local Authority Guidance and Training

In Enfield, the position on physical and handling and accompanying training are managed by the Behaviour Support Service. At St James' CE Primary School we follow all guidance issued by this service in relation to physical

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handling. The method of physical handling used within the local authority is called PRICE. Refresher training in the use of PRICE is required at least every 2 years for every qualified member of staff, and we will always have at least 3 members of staff with an up-to-date qualification, including at least one member of the Senior Leadership Team.

3. What is PRICE?

Price is a person-centred approach that places a significant emphasis on the importance of non-restrictive strategies. It is rooted in trauma-informed practice and sits alongside our approach an E-TIPSS trauma-informed school, placing the wellbeing of our pupils at the heart of what we do.

Price training enables staff to understand how best to de-escalate potentially challenging situations, and helps them to develop strategies for both planned and unplanned interventions to ensure a safe school environment. It also equips staff with the knowledge of how to safely hold pupils if this is ever needed, where all other strategies have failed and this is the only option to keep children safe.

3.1 Alternative Strategies

We recognise the long-term impact that restraint has on children, and we therefore proactively attempt to prevent there being a need for this. In every situation, staff will always try alternative strategies to manage behaviour first, and physical restraint will only ever be used as a last resort. Please see our Behaviour Policy for further information on how positive behaviour management is used as a matter of course, and on the strategies that are routinely applied by staff.

We recognise that there is always a reason for behaviour, and all staff have received training in Positive Behaviour Support (PBS). We employ a number of strategies to support children in regulating their emotions, such as emotion coaching and Zones of Regulation.

The following guidance is also used by all staff to support them in managing challenging behaviour:

Things to be aware of:

- The priority when dealing with challenging behaviour is de-escalation, not sanction. This ensures the safety of all children and adults involved. Appropriate consequences will always be given, but it is not helpful or effective to focus solely on this at a time when the child is in an emotional or dysregulated state.
- Most behaviour management strategies rely on the child trusting the adult to be fair and consistent, to listen to them, and to contain them within the agreed boundaries.
- Behaviour management works best when there is a phased approach, so wherever possible, steps must be taken in class before it is referred to SLT.
- There is a reason for all behaviour – what is the child trying to tell you?

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* Frequent dysregulation is often a sign that a child is trauma-affected. Refer to the ARC model and E-TIPSS guidance in relation to this.

Steps for de-escalation:

1. Use a calm voice to ask the child to stop. You need to show that you are being firm but not responding emotionally. Reassure the child that they are safe and cared for.
2. Use strategies to help regulate the child, for example, place a hand on their shoulder, encourage them to look at you, invite them to take some deep breaths (depending on what you know works well for that particular child). Try using the emotion coaching approach: 'I can see that you are feeling _____. I feel _____ sometimes too. Let's think about what might make you feel calmer right now.' It can be hard, but you need to regulate your own emotions at this point in order to support the child.
3. If the child has a regulation plan, or you know that there are particular strategies that usually work well for the child, implement these. If the child does not stop, and is not safe, offer a choice: 'You are not behaving in a safe way right now. You need to stop. You have got a choice: either stop kicking/climbing/hitting and we can have some calming down time outside, or I will need to _____.'
4. Remove yourself from the situation (if it is safe and appropriate to do so), to allow the child to have some calming time, and tell them, "I am going outside/back to work with my group/back to the classroom now. I know that when you are ready, you will go back to class/sit back down at your table/pick up the things you've thrown. I will come back and check on you in 2 minutes."
5. Praise the child once they've calmed down/used their strategies for regulation.
6. When they are calm, discuss a consequence if appropriate. This might be straight away, or could be much later, depending on the child's needs. If other children have been involved in the incident, they may need to be part of the conversation too. Keep the conversation very open, eg "Let's talk about what happened earlier. Can you tell me how it started?" Ask the child to identify the choice/s they made, and explain the impact that this had on others (or they may be able to identify this for themselves). Explain why their behaviour was not ok (link back to our school values wherever possible) and ask them how they could do things differently next time. Explain that this choice is the reason they are having a consequence and tell them clearly what the consequence will be. (Remember that, wherever possible, the consequence must be on the same day as the behaviour).
7. Refer to SLT if you have tried all of the above strategies and they have not been effective.

3.3 Use of Physical Restraint

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control and become regulated. It should never take a form which could be seen as a punishment. Named staff are only authorised to use reasonable force, which means only the force

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necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below. There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object. However, in some circumstances, direct physical contact (using the PRICE method) may be necessary. In these situations, wherever possible, this should only be carried out by a member of staff with PRICE training. If this really is not possible, any other member of staff may use physical restraint within the guidelines below.

When physical restraint becomes necessary:

DO:

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of PRICE-trained staff if possible (where this is not possible, get another member of staff to support, talking them through how best to do this using the PRICE method)
 - Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- If you are not PRICE trained, ensure you aim to restrain a pupil by holding their hands or arms, avoiding pressure on their joints

Relax your restraint depending on the pupil's response.

DON'T:

- Involve yourself in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil or talk about consequences/punishments
- Involve other pupils in the restraint

3.4 Actions After an Incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. A member of the leadership team should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents/carers informed. The form in Appendix 1 must always be completed as a record of the incident and a copy given to the parent/carer on the same day. If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behaviour support plan, or other strategies agreed by the SENCO. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided. All incidents should be

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recorded immediately. A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

Data relating to incidents where restraint has been used will be analysed termly by the Head of School, and appropriate actions taken based on the findings.

4 Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Risk assessment of the pupil (e.g. reactive strategies to de-escalate a conflict, support strategies for dysregulation)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate

5 Complaints

In the event that any member of the school community has a concern or complaint about the use of PRICE or physical handling, this should be brought to the attention of the Head of School or Executive Headteacher. If the complaint relates to the Executive Headteacher, it should be directed to the chair of governors.

This policy will be reviewed every 2 years, or sooner if there is a change to local or national guidance.

Reviewed: April 2025

Next Review: April 2027

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APPENDIX 1 – Record of Incident Form

Name and class of child:	
Date, time and location of incident:	
Names of staff involved (directly or as witnesses):	
Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons.	
Description of incident by the staff involved, including any attempts to deescalate and warnings given that force might be used.	
Reason for restraint and description of restraint used.	
Any injury suffered by staff or students and any first aid and/or medical attention required.	
Follow up, including post-incident support and any disciplinary action against students.	
When and how those with parental responsibility were informed about the incident and any views they have expressed.	
Report compiled by: Name and role Signed and Date Report countersigned by: Name and role Signed and Date	