



Harrietsham Church of England Primary School

Positive Handling Policy

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School Context:

Harrietsham CEP Vision Statement

We are a warm, welcoming, and inclusive school rooted in our rural community. Like the mustard seed we grew from tiny beginnings and our branches are now spread wide –providing support and taking our values beyond the school gates. All those in our community feel safe and nurtured - able to flourish and grow academically, spiritually, emotionally and physically to achieve their full God-given potential.

“Nurtured we flourish”

We are a nurturing school. As such we believe in, and follow, **The Six Principles of Nurture** in all of our practice.

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives.

Our Values

The roots of our vision are in the parable of the Mustard Seed.

'The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches'.

Matthew 13 31-32

In order to grow and reach our potential, everything that we do in school is driven by our vision and underpinned by our core Christian values of:

Love, Fellowship and Forgiveness

All the experiences that we offer our pupils, and the way our community behaves towards each other, are shaped by our school's vision and values. The school's vision and values have shaped this policy as we welcome everyone into our warm and inclusive environment, enabling them to flourish. When thinking about Behaviour Management, the safety and wellbeing of our whole school community is of the highest importance, as without this children and adults cannot flourish.

Pupils are praised and rewarded for thoughtful and loving acts. Sometimes, though, pupils make poor choices and behave inappropriately. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour through our Christian value of love and the restorative nature of forgiveness. Behaviour is everyone's responsibility reflecting the fellowship we strive for in school. We have used some of the core principles from Paul Dix and Pivotal Education to help guide our policy and put our values into action.

You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression". (Paul Dix, Pivotal Education)

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. We set these expectations for conduct through a whole school **'reset'** at the start of each term where positive behaviours are explained, reinforced through routines and their importance highlighted through reward.

The school has 3 simple rules: **'Ready, Respectful, Safe'** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations is beyond their developmental level, or very challenging due to another external factors. In this case, children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour or greater SLT involvement to minimise disruption to learning for those around them.

Objectives

This policy seeks to:

- Ensure the safety of all pupils and staff.
- Prevent serious breaches of school discipline.
- Prevent serious injury to staff and/or student.
- Provide guidelines to staff when faced with situations that may require positive handling.
- Minimise the use of positive handling.

The following principles in our school help to minimise the need to use positive handling:

- Establishing a calm school environment.
- Ensuring appropriate levels of supervision at all times.
- PSHE and assemblies cover ways to manage conflict and strong feelings.
- Developing appropriate risk assessments and positive handling plans for individual pupils.
- Only using positive handling where the member of staff considers that the risks involved in doing so are outweighed by the risks involved in not using it.

Staff Authorisation

Designated members of staff are trained by Team Teach, so wherever possible these would be the first to be called upon if a pupil requires positive handling. However, any staff member is able to use positive handling as a last resort if following the rules and regulations set out by this policy.

Situations when positive handling may be used

Positive Handling may be considered when:

- There is a need to prevent injury to another pupil or member of staff.
- Self-defence.
- A pupil fails to comply with a reasonable instruction to stop an action that is potentially dangerous to themselves or others.
- A pupil's behaviour seriously prejudices good order and discipline in the school.
- Pupils are physically fighting.
- A pupil is deliberately damaging property.
- A pupil is causing, or at risk of causing, injury or damage by accident, rough play, or by misuse of materials or object.
- A pupil is behaving in a way that seriously disrupts a lesson, school event or visit.
- A pupil is placing themselves at risk.

Deciding whether to use positive handling

Members of staff should use the following guidelines to decide whether or not positive handling should be used in particular circumstances:

- The situation could not realistically be dealt with by another means – it was deemed necessary.
- The potential consequences of not intervening were sufficiently serious to justify considering using positive handling.
- The chances of achieving the desired result by other means were judged to be low.
- The risk associated with not using positive handling outweighs those of using it.
- There was identifiable risk to other pupils and/or members of staff and/or school property.
- Consideration of the pupil's age and needs must be taken into consideration.

Using positive handling

It is important to note that decisions often need to be made quickly and that the professional judgement of the member of staff involved is key.

Where possible, call a member of staff trained in positive handling or, if necessary, the police.

A clear verbal warning should be given to the pupil before using positive handling.

Wherever possible, positive handling should not be used unless there is another responsible adult present to support, observe and call for assistance.

It is important to use the minimum positive handling technique to achieve the desired result.

Types of positive handling

Passive positive handling:

- Standing between pupils.
- Blocking a pupil's path.
- Shepherding a pupil away.
- Escorting a pupil.
- Comforting a pupil.

Active positive handling:

- Leading a pupil by the hand or arm (pupil free to move away).
- Ushering a pupil away by placing a hand in the centre of the back (pupil free to move away).
- Guiding a pupil using "caring c" hands.
- Using appropriate physical restraint (in extreme/dangerous situations).

Members of staff are justified in taking any necessary action (consistent with seeking to use the minimum handling required to achieve the desired result).

Staff should make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in rare circumstances, to ensure the safety for all, it may not always be possible to avoid injuring a pupil.

In all forms of positive handling staff should avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

Recording incidents:

CPOMS should be used to record details of any incidents requiring the use of active positive handling. This should be completed as soon as is practically possible after the incident and alerted to all DSLs.

Complaints:

All complaints made relating to the use of positive handling will be dealt with according to the school's complaints procedure. Allegations about a member of staff will follow Kent guidelines.

Equal Opportunities:

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background.

EYFS:

For children who may need to be led away from a situation regularly by the hand or guided with a hand in the centre of the back, particularly when settling into school, a running record – ABC chart - may be used in order to better capture patterns of behaviour.