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# **PHYSICAL RESTRAINT POLICY**

## **Through positive handling**

November 2020

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Signed

Signed

Headteacher

Chair of Governors

Date:

Date:

Review date: November 2022

## **Gatten and Lake Physical restraint Policy, through positive handling.**

### **What is positive Handling?**

Positive handling can be known as physical intervention and is the positive application of force for the purpose of overcoming a child's resistance. In school we use the MAYBO technique. MAYBO is a company at the forefront of positive handling and risk reduction training. Wherever there is a potential for challenging behavior, MAYBO seeks to reduce the risk and promote positive and safer outcomes.

When is Positive Handling used?

Positive Handling will only be used under the following circumstances:

- When preventing physical harm or threatened harm to self and others
- Preventing a child from running away or escaping
- Preventing damage to property
- Removing a child from the classroom if causing disruption and distress to the other children

Positive handling is used as a last resort after all other steps have been exhausted, using strategies laid out in the school Behaviour policy and through the use of the MAYBO 'Positive Approaches to Behaviour'.

Types of Positive Handling used

There are two types of positive handling.

1. Non-restrictive Handling  
Non-restrictive handling is concerned with assisting a child to walk away from a situation with the use of guiding. There are three levels of guiding; Shepherding, Cradle Guide and Hook & Cradle Guide.
2. Restrictive Handling  
Restrictive handling is the use of physical contact to remove or control a child's behaviour if there is a real risk of harm to themselves, peers, adults or property.

### **Training**

The school has a member of staff trained as a MAYBO instructor. This is Karin Preston, SENCO. She holds a license to conduct training for 'Positive Approaches to Behaviour' and 'Positive and Safer Handling'.

Training for staff in school will be completed with regular updates and refreshers to ensure staff maintain their working knowledge of the safer handling principles.

### **Recording**

- All incidents of positive handling are recorded on a Positive Handling recording sheet (Appendix A)

- The form is to be completed fully, detailing, what was happening prior to the incident and what risk reduction techniques were used prior to any form of positive handling be it restrictive or non-restrictive being used.
- The family of the child are to be called, after the use of Positive Handling and the conversations to be recorded on the form.
- A restorative interview is to be conducted with the child and the adult involved, ensuring any injuries are noted.
- All completed forms are to be given to the Headteacher for signing, prior to being uploaded to CPOMs.
- A central log will be maintained to monitor the number of incidents in school.

### **Reasonable Force**

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of children, e.g. from Academics.

### **When can reasonable force be used?**

Reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control children or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

### **Schools can use reasonable force to:**

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a child behaving in a way that disrupts a school event or a school trip or visit
- Prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground
- Restrain a child at risk of harming themselves through physical outbursts

In our school, all members of staff when confronted with a situation are advised to approach it, in the best way possible at that time, considering the most appropriate way to tackle the situation. However, any use of reasonable force or positive handling must be recorded and the same procedure followed.

## **Appendix A : Positive Handling Recording Page**

Date:	Time:	Duration:
Child's Name:	Adult(s) Name(s):	
Place of incident	Witnesses:	
What was happening prior to the incident?		
Describe the behaviour that was displayed: (POPs – Person/s, Object/s, Place, Situation)		
Primary Intervention: (SAFER – Step back, Assess, Evaluate options, Respond)		
Secondary Intervention: (SAFER – Step back, Assess, Evaluate options, Respond)		
Tertiary Intervention: (SEAL – Safe, Effective, Appropriate, Lawful)		
Reason for tertiary interventions being used: <ul style="list-style-type: none"><li>A. To prevent child from committing a violent or aggressive act</li><li>B. To prevent child from causing injury to him or herself</li><li>C. To prevent child from causing injury to peers</li><li>D. To prevent children from causing injury to adults</li><li>E. To prevent child from causing damage to property</li><li>F. To prevent child from causing serious disruption</li><li>G. To prevent child from running away</li><li>H. Other (Please specify...)</li></ul>		

Please circle ALL tertiary interventions that were used

- Open palms
- Roofs all walls
- Active palms
- Grab prevention
- Grab intervention
- Shepherding
- Cradle Guides
- Hook and Cradle guide
- Front shoulder turn
- Rear shoulder turn
- Containment with hooks
- Seated hook and cradle
- Hook and interrupter escort
- Reverse hook and interrupter escort
- Support to floor

Injuries to child:

Treatment:

Injuries to adults:

Treatment:

Restorative Interview with child:

Date:

Time:

Adult Signature:

Restorative Interview with adult: (compulsory)

Date:

Time:

Adult Signature Interviewer:

Adult Signature Interviewee:

