



Positive Handling Policy – Primary Phase

Policy Owner: Angela Winch

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Introduction

We aim to provide a learning environment that is free from fear and safe from harm. We endeavour to meet the needs of all our children regardless of their level of support need and therefore, from time to time, some pupils may present challenging behaviour. This may also mean that there are times when their behaviour requires staff to use positive handling to ensure the pupils' own safety, the safety of other pupils and staff.

'Team Teach' is the approach adopted by our MAT to manage challenging and aggressive behaviour.

Scope

This policy applies to all teaching and support staff who encounter pupils who may require positive handling. It also applies to parents and carers of pupils at the schools within the MAT, who formally confirm that they will abide by our policies when their children join our schools and by signing the Home-School Agreement.

Each school within the MAT must ensure that the contents of this policy are communicated to all staff. Schools within the MAT must publish this policy on its website.

The Legal Framework

Physical Restraint 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".

The 1996 Education Act (Section 550A) stipulates that reasonable physical intervention may be used to prevent a pupil from doing, or continuing to do any of the following;

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils; whether the behaviour occurs in a classroom, during a teaching session or elsewhere (this includes authorised out-of-school activities)
- self-injuring or placing himself or herself at risk

- injuring others
- causing damage to property, including that of the pupil himself or herself
- committing a criminal offence (even if the pupil is below the age of criminal responsibility)

Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers and other members of staff in the school, authorised by the Principal, 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.

The Department for Children Schools and Families (DCSF) has issued clear guidance for the use of physical intervention and the use of reasonable force.

The application of any form of positive handling places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow the policy and **to seek alternative strategies wherever possible** in order to prevent the need for positive handling.

Positive Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

Links to key websites and documentation can be found in Appendix 2, page 8.

Training

All staff who work directly with children who may require physical intervention undertake Positive Handling Training and the Principal keeps a list of those staff authorised to use Team Teach. They receive regular refresher training every two years, provided by the London Borough of Havering Behaviour and Attendance Team.

No member of staff will be expected to undertake positive handling without appropriate training.

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:

- Management of the pupil (e.g. reactive strategies to de-escalate a conflict, interventions to be used if necessary)
- 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

Positive Handling Plans

Risk management is an integral part of positive behaviour management planning. All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details the settings and situations which increase risk. It also details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. They should take account of age, sex, level of physical, emotional and intellectual development, special need and social context. Positive Handling Plans should result from multi-professional collaboration and signed by parents. (See Appendix 3, page 9)

Help Protocols and Scripts

The expectation should be that all staff should support each other. Agreed scripts are in place to ensure that all parties understand what sort of assistance is required and what is available.

‘Can I have some help’ This would be used when a member of staff is dealing with a situation with a pupil that they believe is escalating or if they feel like they are losing control of the situation or if they are alone with the pupil.

‘Would you like some help?’ This would be used if a member of staff witnesses hazardous behaviour from a pupil which is being dealt with by another member of staff. It would also be used if they saw a member of staff dealing with hazardous behaviour on their own.

‘I’m here to help’ This would be used if a member of staff feels like a situation between a pupil and another member of staff is escalating and a change of face could help defuse the event. This script would also be used if that member of staff felt like the other adult was losing control or if they felt like the physical intervention used was inappropriate.

It is important that other staff do not engage or stand nearby watching as this can cause the situation to escalate. They should clear the area of other pupils and staff and ensure that a member of the leadership team is made aware of the situation.

Well Chosen Words

A well-chosen word can sometimes avert an escalating crisis. The only purpose in communicating with an angry person is to prevent a further escalation. Sometimes it is better

to say nothing. Take time to choose words carefully, rather than say the wrong thing and provoke a further escalation. The time to review what has happened and look at ways of putting things right, is after everyone has completely calmed down and recovered.

Helpful phrases include:

- I am here to help
- I can see that you are angry
- I can see that you are upset
- I need to keep you safe
- We use kind hands/feet

Recording Cases of Physical Intervention

Any restraint should be recorded in a Bound Book, with numbered pages. All staff (where practicable) involved in an incident should contribute to the record which should be completed within 24 hours. Serious incident reports should not be completed until the individuals concerned have recovered from the immediate effects of the incident. They should not be rushed. Names should be completed in full (including those of all witnesses) and all forms should be signed and dated. These records will be retained and cannot be altered. They will be kept for many years and could form part of an investigation at some time in the future.

Any injury sustained during an incident involving positive handling is also reported to the Parent, Principal, Governors and the LA. After receipt of the information the LA will decide if they wish to further investigate the referral.

Monitoring of Incidents

Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Principal to the needs of any pupil(s) whose behaviour can only be contained using positive handling. This process will address patterns of incidents and evaluate trends which may be emerging.

A tally chart will be used to record incidents of identified behaviour patterns, alongside records of situations when strategies successfully deescalate a situation. Completed charts are used to regularly review the Positive Handling Plan and to measure progress. (See Appendix 4, page 10)

Actions after an Incident of Positive Handling

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 informed.

If the behaviour is part of an ongoing pattern a referral should be made to the Senior Learning Mentor. In addition, advice should be sought from the Attendance and Behaviour Service.

The Principal will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Child Protection Procedure
- Staff Facing Allegations of Abuse Procedure
- Staff or Pupil Disciplinary Procedure
- School Behaviour Policy
- Exclusions Procedure

Complaints

The availability of a clear policy regarding Positive Handling and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be dealt with under the MAT Complaints Policy. The Chair of Governors will be informed of complaints but other governors will not be involved as a complaint may require further action on their part. The following statements are taken from The Department for Children Schools and Families (DCSF) guidance for the use of physical intervention and the use of reasonable force:

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

The Principal would seek advice from the Local Authority Designated Offer (LADO) where a complaint has been received against a member of staff linked to positive handling and would follow the LADO instructions. (See MAT Whistle Blowing Policy for further information)

In case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

Monitoring Arrangements

This policy will be reviewed annually by the policy holder. At every review, the policy will be shared with the local governing board.

Links with Other Policies

- Safeguarding and Child Protection Policy
- Whistle Blowing Policy
- Positive Behaviour Policy

Appendices

- Appendix 1 Definitions (page 7)
- Appendix 2 Links to key documents and websites (page 8)
- Appendix 3 Sample Positive Handling Plan (page 9)
- Appendix 4 Sample Behaviour Monitoring Tally Chart (page 10)

Definitions

Control	The positive application of reasonable force to overcome moderate resistance, guiding and directing a person's movement
Guides	The positive application of reasonable force to overcome minimal resistance promoting and encouraging a person's free movement
Hazardous Behaviour	Any behaviour that can cause harm
Last Resort	When other less restrictive options have been considered and judged to be less likely to succeed
Positive Behaviour Supports	The full range of Team-Teach strategies used to remove identify triggers, remove stress, calm, de-escalate and divert attention in order to prevent hazardous behaviour
Physical Contact	Situations in which proper physical contact takes place between staff and pupils, e.g. in sports/PE or to comfort pupils
Reasonable	Proportionate to the circumstances it was intended to prevent
Restraint	The positive application of force to overcome rigorous resistance; completely directing, deciding and controlling a person's free movement in order to keep people safe
Risk	The likelihood of somebody being harmed
Risk Management	Taking all reasonably practicable steps to remove hazards and reduce risk

Links to Key Documents and Websites

The 1996 Education Act (Section 550A)

<https://www.legislation.gov.uk/ukpga/1996/56/contents>

Use of reasonable force, Advice for headteachers, staff and governing bodies

Department For Education, July 2015

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Team Teach website

<http://www.teamteach.co.uk>

Sample Positive Handing Plan

NAME:
DATE OF PLAN:
REVIEW DATE:
PLAN DRAWN UP BY:

ENVIRONMENTAL TRIGGERS					
RISK					
Indicate the level of potential risk					
Low <input type="checkbox"/>	Medium <input type="checkbox"/>			High <input type="checkbox"/>	
Indicate precisely what might happen					
Slap <input type="checkbox"/>	Punch <input type="checkbox"/>	Bite <input type="checkbox"/>	Spit <input type="checkbox"/>	Kick <input type="checkbox"/>	Hair grab <input type="checkbox"/>
Neck Grab <input type="checkbox"/>	Clothing Grab <input type="checkbox"/>	Body holds <input type="checkbox"/>	Arm grab <input type="checkbox"/>	Weapons/Missiles <input type="checkbox"/>	
Other:					

DESSCELATION					
Describe any strategies which have worked or should be avoided					
Strategy	Try	Avoid	Strategy	Try	Avoid
Verbal advice and support	<input type="checkbox"/>	<input type="checkbox"/>	C.A.L.M. talking or stance	<input type="checkbox"/>	<input type="checkbox"/>
Firm, clear directions	<input type="checkbox"/>	<input type="checkbox"/>	Take up time	<input type="checkbox"/>	<input type="checkbox"/>
Negotiation	<input type="checkbox"/>	<input type="checkbox"/>	Withdrawal offered	<input type="checkbox"/>	<input type="checkbox"/>
Limited choices	<input type="checkbox"/>	<input type="checkbox"/>	Withdrawal directed	<input type="checkbox"/>	<input type="checkbox"/>
Distraction	<input type="checkbox"/>	<input type="checkbox"/>	Transfer adult	<input type="checkbox"/>	<input type="checkbox"/>
Diversion	<input type="checkbox"/>	<input type="checkbox"/>	Reminders and consequences	<input type="checkbox"/>	<input type="checkbox"/>
Reassurance	<input type="checkbox"/>	<input type="checkbox"/>	Humour	<input type="checkbox"/>	<input type="checkbox"/>
Planned ignoring	<input type="checkbox"/>	<input type="checkbox"/>	Success reminders	<input type="checkbox"/>	<input type="checkbox"/>
Contingent touch	<input type="checkbox"/>	<input type="checkbox"/>	Other	<input type="checkbox"/>	<input type="checkbox"/>

PHYSICAL INTERVENTION					
Describe any strategies which have worked or should be avoided					
Intervention	Try	Avoid	Intervention	Try	Avoid
Help hug	<input type="checkbox"/>	<input type="checkbox"/>	One person guide arm wrap	<input type="checkbox"/>	<input type="checkbox"/>
Oyster curl	<input type="checkbox"/>	<input type="checkbox"/>	Two person guide arm wrap	<input type="checkbox"/>	<input type="checkbox"/>
Back guide	<input type="checkbox"/>	<input type="checkbox"/>	One person escort double arm	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	Two person escort double arm	<input type="checkbox"/>	<input type="checkbox"/>

POSITIVE LISTENING AND DEBRIEF
Describe any strategies which have worked or should be avoided

RECORDING AND NOTIFICATIONS REQUIRED		
Placing Authority <input type="checkbox"/>	Parents/Guardians <input type="checkbox"/>	Social Worker <input type="checkbox"/>
Educational Psychologist <input type="checkbox"/>	Doctor/Nurse <input type="checkbox"/>	Others <input type="checkbox"/>

Signed on behalf of the school	Date	Signed by Parent/Guardian	Date

PASTORAL SUPPORT PLAN			
Type of behaviour	Potential Risk	Measures in place to pre-empt/avoid the situation escalating	Physical intervention/strategies to be used if necessary

ADDITIONAL RESOURCES

Sample Behaviour Monitoring Tally Chart

PASTORAL SUPPORT PLAN – TALLY CHART											
Type of behaviour	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		TOTALS
Punching/scratching an adult											
Kicking an adult											
Using an object as a weapon against an adult											
Refusing to follow instructions/complete work											
Time out in study bay or safe space- in minutes											
Using aggressive language											
Damaging property											
Physical restrain used											
ADDITIONAL COMMENTS/NOTES											

POSITIVE BEHAVIOUR– TALLY CHART											
Type of behaviour	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		TOTALS
Successfully diverted/distracted											
Complying with instructions											
Completing set tasks											

Additional Comments

Monday

Tuesday

Wednesday

Thursday

Friday

REVIEW

Successes:

Areas of concern:

Changes to Positive Handling Plan:

