

# Rhodes Avenue Primary School

Positive Handling Policy  
Summer 2016

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### **Introduction**

The policy has been developed in response to The Education and Inspections Act 2006 section 93, which reinforces and replaces previous guidance. It also takes cognisance of guidance issued by the DfE for 'Use of Reasonable Force' (July 2013).

The policy should be read in conjunction with other school policies, particularly the Behaviour for Learning Policy (see Links to Other Policies).

The policy has been prepared for the support of all staff, outside professionals and visitors who have contact with pupils within the school, to explain the school's arrangements for care and control.

### **Context**

Good personal and professional relationships between staff and pupils are vital to ensure well being and safety in school. It is recognised that the vast majority of pupils in our school respond positively to the discipline and positive behaviour management by staff. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. Rhodes Avenue School acknowledges that physical techniques are only a small part of a whole setting approach to behaviour management.

### **Aims**

At Rhodes Avenue we aim to ensure that all staff in this school:

- clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary;
- that they are provided with appropriate training to deal with these difficult situations.

### **Guidance**

*The Education and Inspections Act (2006)* stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- self-injuring;
- causing injury to others;
- committing a criminal offence;
- 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 within school (this includes authorised out-of-school activities).

The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation therefore it can only be justified according to the circumstances described in this policy. Consequently staff have a

responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Staff must be aware that they are responsible for:

- assessing risks related to individual circumstances which may arise in the course of their day-to-day duties and
- making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

### **Underpinning Values**

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- expect IEPs to be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern and others affected by the behaviour requiring intervention;
- be informed about the school's complaints procedure.

### **Procedure**

Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause. In the case of pupils with SEND staff would be expected to follow the pupil's IEP/Risk Assessment in the first instance to manage an incident/challenging behaviour. If this was unsuccessful and the situation continues to escalate staff would then be expected to seek the help of other members of staff.

### **Types of Positive Handling**

Positive Handling describes a broad spectrum of risk reduction strategies. It is a holistic approach involving policy, guidance, management of the environment, and deployment of staff.

#### ***1. Physical Intervention***

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant.

## **2. Physical Control / Restraint / Restrictive Physical Intervention**

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. All such incidents must be recorded. If anyone is injured an accident/incident report must also be completed. Records of incidents must be given to the Headteacher as soon as possible, and by the end of the school day at the latest.

## **3. Strategies**

### ***i.) Time out***

This involves restricting the child's access to positive reinforcements in a room or area which they may freely leave. It is a specific behaviour management technique and does not necessarily mean time spent out of the class/group, but rather refers to a withdrawal of attention and/or things they find rewarding. It could be as simple as turning away from a child who is attention-seeking, or positioning a child away from the class/group. This withdrawal of attention could also be achieved by sending a pupil to another class/group or quiet area.

### ***ii.) Withdrawal***

Which involves removing the child from a situation that causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a child from the class/group, to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. The arrangement of "quiet time" can be negotiated between the child and staff involved.

### ***iii.) Planned Physical Intervention***

Any such intervention is described/outlined in the pupil's IEP/Risk Assessment. This should cover most interventions, as possible scenarios will be identified and planned for when the IEP is drawn up.

### ***iv.) Emergency Physical Intervention***

May be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. Following any such incident, a risk assessment will be devised (or the existing one updated) to support effective responses to any such situations which may arise in the future.

### ***v.) Recovery***

Pupils who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger
- Resuming their usual routine/previous activity as soon as possible, especially for pupils with special needs
- Time with a member of staff to debrief the incident

## **4. Staff**

### ***i.) Authorised Staff***

All teachers, staff and the Headteacher are authorised to have control or charge of pupils automatically, they have the statutory power to use reasonable force within the context of *The Education and Inspections Act (2006)* and the DfE guidance '*Use of Reasonable Force*' (July 2013).

([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/355362/use\\_of\\_reasonable\\_force.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf))

### ***ii.) Health and Safety of Staff***

Under the *Health and Safety at Work Act*, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety. Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' plans have a duty to report these to the Headteacher immediately, as there may be an impact on their own safety and that of colleagues and/or pupils. This information will be shared with other members of staff. Following the above guidelines, the risk of harm towards staff is reduced but it is possible for some injury to be received. All such occurrences should be treated and subsequently recorded, on an Accident Form.

### ***iii.) Staff Training***

It is the responsibility of the Headteacher to ensure all staff understand the methods outlined in this policy. Annual updates and reviews will be undertaken. Any new member of staff will be asked to demonstrate their understanding of the policy as part of their induction training.

Keeping all staff up to date is important as they are expected to be able to actively support each other, and pupils, if an incident occurs and a child needs physical intervention to keep themselves and/or others safe. However, if staff are unable to support physically they are expected to support with de-escalation.

### ***iv.) Staff Support Following Incidents***

Any member of staff or pupil at the school involved in or witnessing a serious incident involving the use of physical hold, may require additional support following the incident. Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary.

At Rhodes Avenue School we have the option of a debrief procedure which should be utilised if staff need to debrief after an incident.

## **Minimising the Need to Use Force**

At Rhodes Avenue School we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils who present with persistent challenging behaviour will be assigned a mentor who will work in partnership with the Inclusion Manager, the SENCO and the class teacher, in supporting the IEP, Statement, Behaviour Support Plan and associated behaviour targets.

Pupils who have issues relating to sensory dysfunction or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, may have individualised support or programmes to help them to manage this.

Through the PSHE curriculum pupils learn about feelings and managing conflict, where this is appropriate to their level of development. The ethos further promotes independence, choice and inclusion; pupils are given maximum opportunity for personal growth and emotional wellbeing.

Prevention of unsafe behaviour will be enabled through:

- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff;
- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for choice and achievement;
- Exploring pupils' preferences relating to the way/s in which they are managed;
- Staff employing 'defusion' techniques to avert escalation of behaviour into violence or aggression

### **Injury to the Child**

Whilst the physical techniques are intended to reduce risk, there is always risk when two or more people engage to use force to protect, release or restrain. We will always seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the child remains safe. Any such injury will be reported to the Headteacher and parents / carer. The majority of staff are trained in First Aid and can be called upon to implement First Aid or seek further guidance in the event of an injury or physical distress arising as a result of a physical intervention.

### **Recording and Monitoring Incidents**

#### *i.) Recording*

Where physical control or restraint has been used, a record of the incident will be kept. This record should be kept in the Safeguarding file located in the Headteacher's office.

Appropriate documentation will be completed as soon as possible after the incident, prior to staff going off duty and be signed by all staff involved and the Headteacher. After the review of the incident, a copy of the details will be placed on the pupil's file as part of their educational record.

#### *ii.) Monitoring*

Monitoring of incidents will help to ensure that staff are following the correct procedures. The Headteacher 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 for example review of:

- Risk Assessment
- IEP
- Behaviour Support Plan

- Statement

### **School Journey/Visits**

Our Equalities Policy states that all pupils should be included in all curriculum activities. However, Health and Safety remains a priority and staff should carry out risk assessments for pupils that may be a possible danger prior to each visit into the community. Due consideration should be given to the following:

- Is the pupil able to cope with the demands of the proposed visit?
- Are there sufficient, suitably trained staff - particularly if there should be an incident?
- How will you contact school to get extra help if necessary and how will you get back?

### **Whistle Blowing**

It is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their duty of care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns should be raised with the Headteacher.

### **Equal Opportunities**

Rhodes Avenue celebrates diversity and encourages inclusion. Equal access to the curriculum is given to all children regardless of ability, gender, culture, religion or ethnic origin. Rhodes Avenue complies with its duties under the *Equality Act (2010)* and all staff will have due regard to the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the abovementioned Act.

### **Links with other Policies**

- Behaviour for Learning
- SEND
- Equalities
- Safeguarding
- Whistleblowing

### **Procedures for policy monitoring and dissemination**

The policy will be reviewed annually according to the Curriculum Committee's Schedule of Policies. All members of staff and governors will receive a copy of this policy. Copies of this policy are available to parents/carers, email or on request at the school office.

### **Staff responsible:**

Headteacher  
Deputy Headteacher  
Health & Safety Committee

**APPENDIX A**

**Incident Form**

**Name of child: Date of incident: Description of the incident:**

**How the incident was dealt with:**

**What the child was asked to do:**

**Follow up to incident:**

**Recommendations**

**APPENDIX B**

<b>Rhodes Avenue Primary School Risk Assessments</b>					
Risk Assessment:			Review Date:		<b>Key:</b> High (H)      Extremely likely (1) Medium (M)    Likely (2) Low (L)        Slight (3)
Hazard	Person(s) at Risk?	How at Risk?	Control Measure(s)	Risk Rating (H/M/L)	Likelihood (1/2/3)
		•	•		
		•	•		
		•	•		
		•	•		
Assessment by:	Date:		Approved by:		

## APPENDIX C

All staff listed below in the *Training Log* are trained in positive handling led by Team-Teach trainers ([www.team-teach.co.uk](http://www.team-teach.co.uk)). The purpose of Team-Teach training is to support adults' understanding and management of challenging behaviour teaching physical techniques within a holistic de-escalation approach, in order to encourage the promotion of socially acceptable behaviours for all concerned.

Training Log		Positive Handling	
Date	Name	Position	Renewal date
13 July 2015	Adem Ali	Teaching Assistant (TA)	Jan-17
13 July 2015	Tom Hoffman	(TA)	Jan-17
13 July 2015	Wendy Armah	(TA) /Qual. 1st Aider	Jan-17
13 July 2015	Lil Mittendorfer	(TA)	Jan-17
13 July 2015	Maria Panayiotou	Deputy Head (DH)	Jan-17
13 July 2015	Shane Claridge	(DH)	Jan-17
13 July 2015	Cameron Taylor	Snr Leader/Class teacher	Jan-17
13 July 2015	Anne Rawcliffe	SEND Leader	Jan-17
13 July 2015	Alison Davies	Snr Leader/Class teacher	Jan-17