

Positive Handling Policy



RHODES AVENUE
PRIMARY SCHOOL

Approved by: Full Governing Body **Date:** Summer 2023

Last reviewed on: Autumn 2017

Next review due by:

Positive Handling Policy Summer 2023

Introduction

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 and should be read in conjunction with other school policies. It also refers to the non-statutory advice from the Department for Education's 'Use of reasonable force – July 2023'.

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.

Staff at Rhodes Avenue Primary School are trained to look after pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy.

Section 93 of the Education and Inspections Act 2006 enables a school's staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force.

Where possible, only staff trained in the pre-emptive and responsive positive handling strategy techniques of TEAM TEACH will use physical intervention techniques with children when necessary. Further details of the TEAM TEACH approach can be found on the TEAM TEACH website. The website address is www.team-teach.co.uk.

The term positive handling includes a wide range of supportive strategies for managing challenging behaviour. The term 'physical restraint' is used when force is used to overcome active resistance. A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

The school takes seriously its duty of care to pupils, employees and visitors to the school.

- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.

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.

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.

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 SEN Support Plan/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.

Team Teach

The TEAM TEACH system is recognised and accredited through the BILD ACT Association of Certified Training. Staff undergo a one or two day course (depending upon the severity of behaviour of the children they are working with) led by qualified trainers with a single day refresher course undertaken every three years.

Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, we would expect accredited staff to take over as soon as possible.

Steps to be taken before using physical controls

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.
- Give clear directions for the pupil to stop
- Remind the pupil about rules and likely outcomes
- Remove an audience or take the vulnerable pupil to a safe place
- Make the environment safer by moving furniture and removing objects which could be used as weapons
- Use positive guidance to escort pupils to somewhere less pressured
- Ensure that colleagues know what is happening and call for help.

Restraint

At Rhodes Avenue Primary School we only use physical restraint when there is no realistic alternative. We expect staff to risk assess and choose the safest alternative. This also means that we expect staff to experiment and think creatively about alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk.

Any response to extreme behaviour should be reasonable and proportionate. Physical restraint must only be in accordance with the following:

- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.
- The child should be in immediate danger of harming him/herself or another person or in danger of seriously damaging property.
- The member of staff should have good grounds for believing this.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Once safe, restraint should be relaxed to allow the child to regain self-control.
- Restraint should be an act of care and control, not punishment.
- Physical restraint should never be used to force compliance with staff instructions when there is no immediate danger present to people and property.
- The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity.

In addition, whilst or before intervention, staff should speak calmly as a way of reassurance e.g. 'I am doing this to keep you safe'.

Responding to unforeseen emergencies

Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. An unforeseen event may require an emergency response. After that event, staff have a duty to plan ahead and prepare a new risk assessment.

Risk Assessment

Risk assessments are required for pupils who exhibit **extreme** behaviour. Responsible staff should think ahead to anticipate what might go wrong. When considering a pupil's behaviour, staff will think about the following questions:

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

Positive Handling Plans

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Behaviour Management Plan. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. Any particular physical techniques which have been found to be effective should be named, along with any alerts to any which have proved to be ineffective or which caused problems in the past. Behaviour Management Plans should be considered along with the child's SEN Support Plan, Educational Health care Plan (EHCP) and any other planning document relevant to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special needs and social context.

Post Incident Debrief

Following a serious incident, it is the policy of our school to offer support to all involved. This is an opportunity for learning and time needs to be given for following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other peoples' perspective. It is difficult to devise a framework of support that meets the need of all staff. As individuals we all vary in how much support we need after an unpleasant incident. Generally, a member of senior staff would expect to talk to staff and children involved (if appropriate) in any incidents involving violence. If members of staff need time to rest or compose themselves, then the Headteacher will make arrangements for the class group to be supported.

Recording

- All incidents of unacceptable behaviour should be recorded electronically and logged onto MyConcern.

Within these recording strategies, all details must be recorded by witnesses within twenty-four hours and signed by at least two members of staff. The Head teacher needs to be informed.

Monitoring and Evaluation

The Head Teacher will ensure that each incident is reviewed and instigate further action as required.

Parents

When there is concern about a child, parents will be invited to contribute to a risk assessment and

Positive Handling Plan. Written parental agreement will form part of this. Parents will be informed of the school's policies. Parents will be informed following serious incidents.

Complaints and Allegations

Any complaints will follow the school's complaints procedure.

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 SEN Support Plan/Risk Assessment. This should cover most interventions, as possible scenarios will be identified and planned for when the SEN Support Plan 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

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 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)

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.

Through the PSHE/Ourselves and Others 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.

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. Concerns relating to the Headteacher should be directed the Chair/s of the Governing Body.

Equal Opportunities

The Positive Handling policy is for all children regardless of ability, gender, cultural, religious 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. The school celebrates diversity and encourages inclusion.

Procedures for policy monitoring and dissemination

The policy statement will be reviewed according to the timings laid out in the Schedule of Review of Policies. Paper copies are available to parents on request. All policies can be found on the school website.

Links with other Policies

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

Staff responsible:

All Staff

Headteacher

Deputy Headteacher

Health & Safety Committee

APPENDIX A

Incident Form (information on this form to be logged onto MyConcern)

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

Rhodes Avenue Primary School Risk Assessments					
Risk Assessment:			Review Date:		Key: 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 Dynamis trainers (www.dynamis.training). The purpose of Dynamis Positive Handling 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
1.9.2021	Jill Karavias	Nursery Nurse	
1.9.2021	Kerry Colletta	Nursery Nurse	
1.9.2021	Donna Cade	Nursery Nurse	
1.9.2021	Adriana Lobo	Nursery Nurse	
1.9.2021	Maria Ktorou	Nursery Nurse	
1.9.2021	Tracy Gilbert Bush	Teaching assistant	
1.9.2021	Verral Paul-Walcott	Teaching assistant	
1.9.2021	Louise Colley	Teaching assistant	
1.9.2021	Margaret Stow	Nursery Nurse	
1.9.2021	Sandra Grant	Teaching assistant	
1.9.2021	Leonie Rahman	Teaching assistant	
2.9.2022	Emel Ali	Assistant Headteacher	
2.9.2022	Elizabeth Mittendorfer	Teaching assistant	
2.9.2022	Joanne Jordan	Teaching assistant	
2.9.2022	Althea Skeete	After School Club Assistant Manager	
2.9.2022	Olivett Newing	Teaching assistant	
2.9.2022	Lola Crace	Teaching assistant	
2.9.2022	Matthew Henson	Assistant Headteacher	
2.9.2022	Joanna Fung	After School Club Assistant Manager	
2.9.2022	Wendy Armah	Higher Level Teaching Assistant	
2.9.2022	Maria Panayiotou	Deputy Headteacher	
<u>2.9.2022</u>	<u>Kim Barnard-Lim</u>	<u>Higher Level Teaching Assistant</u>	