

1.0 Terms of Reference

- 1.1 This Policy has been written for all staff at Northern House School (PRU); pupils, parents and carers. All staff should have a working knowledge of this policy.
- 1.2 Copies of this Policy may be obtained from;
 - 1.2.1 Available electronically on the School Website.
 - 1.2.2 Reference copy in the main School Office
 - 1.2.3 Shared Area – Electronically
- 1.3 The aim of this policy is;
 - 1.3.1 To help ensure that staff are equipped to respond appropriately when students are in danger of hurting themselves, others or school property or of seriously disrupting the good order of the school.
- 1.4 This Policy links with the following policies;
 - 1.4.1 Promoting Positive Behaviour
 - 1.4.2 Exclusion
 - 1.4.3 Staff Handbook
 - 1.4.4 Health and Safety
 - 1.4.5 Safeguarding and Child Protection
 - 1.4.6 Admissions
- 1.5 Edition, review and frequency
 - 1.5.1 Edition 1 agreed September 2016
 - 1.5.2 The Objectives will be reviewed annually
- 1.6 Relevant Statutory guidance, circulars, legislation and other sources of information are:
 - 1.6.1 The Education Act 1996
 - 1.6.2 National Guidance (DoH/DfES) 2010
 - 1.6.3 BILD Code of Practice
 - 1.6.4 LA Policy Statements
 - 1.6.5 SEND Code of Practice (DofE 2015)
- 1.7 The lead member of staff is Adam Price, Headteacher (01902 558149)
- 1.8 This Policy has been written for all staff, parents, carers, students and governors at Northern House School (PRU).
- 1.9 This policy is broken down into the following sections:
 - 1.9.1 Introduction
 - 1.9.2 Procedures and Practices
 - Positive Behaviour Management
 - Alternatives to Physical Controls
 - Modifications to Environment
 - Help Protocols
 - Well Chosen Words
 - The Last Resort Principle
 - Reasonable and Proportionate
 - Unreasonable Use of Force
 - 1.9.3 Personal Searches
 - 1.9.4 Health and Safety
 - 1.9.5 Risk Assessment
 - 1.9.6 Getting Help

Positive Handling Policy

2016/09/01 Version Number: 01 (Transferred)

A Price

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- 1.9.7 Positive Handling Plans
- 1.9.8 Responding to Unforeseen Emergencies
- 1.9.9 The Post Incident Support Structure for Pupils and Staff
- 1.9.10 Complaints
- 1.9.11 Training
- 1.9.12 Recording
- 1.9.13 Monitoring and Evaluation
- 1.9.14 Follow Up



2.0 Introduction.

2.1 The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a pupil. The term 'physical restraint' is used when force is used to overcome active resistance. These are referred to as 'Restrictive Physical Interventions' in national Guidance (DfES/DoH 2010) and the BILD Code of Practice. A clear and consistent positive handling policy supports pupils who have social, emotional and mental health (SEMH) difficulties within an ethos of mutual respect, care and safety.

2.2 Pupils with severe SEMH difficulties sometimes present a risk to themselves and others through inappropriate behaviours. Section 550A of the Education Act 1996 describes the circumstances in which teachers and others authorised by the Principal may use reasonable force to control or restrain pupils. Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline.

2.3 This policy details how we implement the guidance in the Centre. It should be considered alongside the most recent LA policy statements and recent local and national guidance. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and absolutely necessary.

2.4 The management takes seriously its duty of care towards pupils, employees and visitors to the Centre. Staff protection is an important part of child protection; both depend on confident and competent staff that feel supported by the management. This policy has a clear focus.

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



3.0 Procedures and Practices.

3.1 Positive Behaviour Management

3.1.1 All physical interventions (PI) at Northern House School (PRU) are conducted within a framework of positive behaviour management. Our school behaviour policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence inappropriate behaviour and taking steps to divert behaviours leading towards foreseeable risk. Pupils are encouraged to participate in the development of their own Individual Behaviour Plans (IBP) by focusing on positive alternatives and choices. Parents/carers are also encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

3.2 Alternatives to Physical Controls

3.2.1 A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason. De-escalation, redirection.
- Give clear directions for pupils to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects.
- Use positive touch to guide or escort pupils to somewhere less pressured. Distraction. Time out of base.
- Ensure that colleagues know what is happening and request enhanced support.

3.3 Modifications to the Environment

Ideally, staff will not be waiting until a crisis is underway before conducting a risk assessment of the environment. We know that some pupils at this school may exhibit extreme and possibly dangerous behaviour.

- Primary prevention: Whole classroom ethos, creating a safe place to learn.
- Secondary prevention: Individual Behaviour Plans (IBP) and individual risk assessments

In general it is a good rule to keep the environment clutter free. This may mean giving consideration to secure storage for a range of everyday objects when they are not being used. For example:



- How is the availability of pointed implements (including pens, pencils, compasses and darts) controlled?
- What small items are available to an angry pupil who may in a height of anxiety throw them?
- What objects are available to be used as blunt instruments?
- Do they all need to be left out all the time?
- Are there sharp edges or corners which present a risk?
- Are the design arrangements or furniture safe and appropriate for pupils who exhibit extreme behaviour?
- Is there a comfortable place to sit with an agitated pupil?
- Are protocols in place to encourage angry pupils to take themselves to a safer place?

3.4 Help Protocols

- 3.4.1 The expectation at this school is that all staff should support one another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. They need to agree scripts so that all parties understand what sort of assistance is required and what is available.

3.5 Well Chosen Words

- 3.5.1 A well-chosen word can sometimes avert an escalating crisis. When pupils are becoming angry there is no point in getting into an argument. Telling people to calm down can actually wind them up. Pointing out what they have done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. Recognition of the anger they are experiencing at the time can allow an opportunity to deescalate the situation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.
- 3.5.2 When it is judged appropriate a spoken guide of how a pupil can demonstrate they have regained enough control is helpful. This enables a window of opportunity to finish the PI.

3.6 The Last Resort Principle

- 3.6.1 At Northern House School (PRU) we only use physical restraint when there is no realistic alternative. This does not mean that we always expect people to methodically work their way through a series of



failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point.

3.6.2 Prevention

“If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen sometime in the predictable future.” - Para 10 Page 4 Department of Health (1997) “The Control of Children in the Public Care: Interpretation of the Children Act 1989”. London: H M S O.

3.6.3 Alternatives to physical intervention

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about any alternatives to physical intervention that may be effective.

3.7 Reasonable and Proportionate

Any response to extreme behaviour should be reasonable and proportionate. People should be proactive not reactive. If they feel they are becoming emotionally involved they should consider withdrawing to allow someone else to deal with the situation. All staff have a responsibility to recognise this in themselves and others and act accordingly. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

3.7.1 Useful questions

When physical intervention is considered, staff should think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

3.8 Unreasonable Use of Force

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs). Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a pupil secluded.

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Seclusion is only lawful by specific court order and cannot become part of a planned strategy at this school.

4.0 Personal Searches.

4.1 Protecting Rights in a Caring Environment (PRICE)

It is the policy of Northern House School (PRU) that all staff working closely with pupils are trained in the pre-emptive and responsive positive handling strategies and techniques of PRICE, to complement the behaviour management approaches and strategies reflected in the Promoting Positive Behaviour Policy. Further details of the PRICE approach can be found on the Northern House School (PRU) PRICE training documentation and the PRICE website: www.pricetraining.co.uk

5.0 Health and Safety.

5.1 If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported to the person responsible for Health and Safety in the school. We all have shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes things go wrong even when we make our best efforts to do the right thing. Sometimes we are faced with unpalatable choices. In these circumstances we have to try and think through the outcomes of the options available, balance the risks and choose whatever course of action which seems to involve the least risk.

5.2 As a minimum requirement, in order to comply with health and safety legislation, each employee has a responsibility to ensure that they are conversant with school and policy and guidance, and to cooperate to make the school safer. It is also a requirement that they participate in training if they are directed to do so. This does not necessarily mean that all staff can be involved in all the physical activities. The non- physical aspects of positive handling training are crucially important too.

5.3 When considering a pupil's behaviour staff should think about the following questions:

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

6.0 Risk Assessment.

- 6.1 Formal risk assessments are completed for every pupil and shared with all relevant stakeholders. These are 'working' documents and should be reviewed, evaluated and adjusted as a routine part of life for staff working with pupils who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else.
- 6.2 Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the pupils concerned.
- 6.3 Confidence and competence are often related to the level of staff training. Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt. In this the correct decision is to hold back from the physical controls.

7.0 Getting Help.

7.1 At this school the following support structures are in place:

- Daily briefing sessions to update key staff on current issues and share information.
- Weekly whole staff meetings with pupils an agenda item.
- Focussed staff meetings on each element of PI and prevention.
- Staff handbook and induction.
- CPD for all staff – Promoting Positive Behaviour
- Use of help protocols and language to remind all staff of availability of colleagues to offer help including change-overs of staff during a crisis situation with a pupil.
- Debrief sessions after a crisis with the pupil(s) involved, reflecting on how crisis was managed by all involved and identifying any points for review or learning.
- Annual refresher training in the PRICE strategies and techniques for all staff, and continuous review by SLT to inform these.
- Staff access to Support Line counselling service.

8.0 Positive Handling Plans.

8.1 Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have an Individual Behaviour 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. 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. Individual Behaviour Plans (IBP) should form part of each pupil's Pupil Focus Plan (PFP) and shared with all relevant stakeholders.

8.2 They should take account of age, sex, level of physical, emotional and intellectual development, special need and social context. Individual Behaviour Plans are to be completed in house.

9.0 Responding to Unforeseen Emergencies.

9.1 Even the best planning systems cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principles are that any physical intervention should be:

- In the best interest of the child;
- Reasonable and proportionate;
- Intended to reduce risk; and,
- The least intrusive and restrictive of those options available which are likely to be effective.

9.2 Whenever a physical intervention has to be made there should be a verbal warning. Where possible, staff should always attempt to use diversion or de-escalation in preference to physical interventions. They should only use the techniques and methods approved for use in Northern House School (PRU). If staff act in good faith and their actions are reasonable and proportionate and, fall within the school policy they will be supported.

10.0 The Post Incident Support Structure for Pupils and Staff.

- 10.1 Following a serious incident, it is the policy of this school to offer support for all involved. People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase.
- 10.2 Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. All injuries should be reported and recorded using the school's systems. It is important to note that injury in itself is not evidence of malpractice.
- 10.3 Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong.
- 10.4 Time needs to be found to repair relationships. When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned.
- 10.5 Time needs to be given to following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. When time and effort are put into a post incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships.
- 10.6 All incidents of restraint must be communicated to parents, carers and where appropriate social worker and recorded on the school system.

11.0 Complaints.

- 11.1 It is not uncommon for pupils to make allegations of inappropriate or excessive use of force following an incident. The school has a formal Complaints Procedure.
- 11.2 Pupils should be reminded of the procedure and encouraged to use the appropriate channels. The complaints policy applies equally to staff. We are an open school and promote transparent policy and practice in order to protect the interests of staff and pupils alike.
- 11.3 Any staff concerns regarding the welfare of children should be taken to the designated person for child protection.
- 11.4 Any safety concerns should be reported to the designated person for Health and Safety.

12.0 Training.

12.1 All staff and anyone authorised by the Headteacher who are expected to use planned physical techniques should be trained. This school has adopted the PRICE Model of training. All training courses have been fully accredited by the British Institute of Learning

12.2 Disabilities (BILD) in accordance with DfES and Department of Health guidance. Positive handling training is always provided by qualified instructors with rigorous guidelines.

12.3 The level of training recommended is related to the level of risk faced by the member of staff. Our preferred approach is for whole staff team training. Office staff may not require the same level of training in physical techniques as those working directly with the most challenging pupils, however all staff benefit from the whole school training. The level of training required is kept under review and may change in response to the needs of our clients.

13.0 Recording.

13.1 Whenever overpowering force is used the incident must be recorded using the approved system. The Restraint log is kept on the SIMS online system, accessed by all staff. Incident logs are kept on SIMS. All staff involved in an incident should contribute to the record which should be completed within 24 hours. The details recorded on the system logs are kept in accordance with the Data Protection Act. Whole school and individual reports can be printed off or shared for evaluation purposes.

13.2 Staff should:

- Read through the school recording log carefully.
- Take time to think about what actually happened and try to explain it clearly.
- Complete all names in full, when commenting use initials only.
- Log on as individuals to report incidents.
- Bear in mind 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.

13.3 Negative Incident Reports should not be completed until the individuals concerned have recovered from the immediate effects of the incident. They should not be rushed. Aggression and Near miss forms to be completed separately if appropriate.

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14.0 Monitoring and Evaluation.

- 14.1 The Headteacher will ensure that each incident is reviewed and instigate further action as required. The school incident log is open to external monitoring and evaluation

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15.0 Follow Up.

15.1 Following an incident, consideration may be given to conducting a further risk assessment, reviewing the Individual Behaviour Plan, Behaviour Management Policy or this Positive Handling Policy. Any further action in relation to a member of staff, or an individual pupil, will follow the appropriate procedures.

Signed: on behalf of the Management Board Date:

Signed:Head teacher

Date:

Date of Next Review: