



Staff should read the policy alongside the Covid-19 Operational Risk Assessment and the Covid-19 updated Intimate Care Policy. Staff should wear PPE and take appropriate steps to ensure risks of transmission between them and the child are reduced.

Positive Handling Policy Statement

Staff at Grange First School are trained to look after the pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy. Any parents wishing to view this policy may do so on request.

Introduction

This policy outlines how staff at Grange First School create and maintain good order and relationships through positive approaches. These approaches are successful for the vast majority of the time. This policy on the use of holding safely or positive handling interventions supplements the main behaviour policy. Both should be read in conjunction with other Safeguarding Policies, most notably: SEN policy, Health & Safety policy and Child Protection policy.

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 intervention' is used when force is used to overcome active resistance. These are referred to as 'Restrictive Physical Interventions' in national Guidance (DfES/DoH 2002). 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.

Purpose of this policy

This policy aims to give all members of the school community clear guidance so that any physical intervention that they undertake is carried out in a way that supports the schools values and principles. In particular, it aims to describe the circumstances in which holding safely or positive handling is an appropriate response and how staff at the school will fulfil their responsibilities in those circumstances. The Head Teacher will be responsible for ensuring that staff, Governors and parents are aware of the policy. He will ensure that any necessary training/awareness-raising takes place so that staff know their responsibilities.

Legal Responsibilities

All members of school staff have a legal power to use reasonable force. (Section 93, Education and Inspections Act 2006).

- The 1996 Education Act (Section 550 A) stipulates that:

A member of the staff of a school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely—

- (a) committing any offence,
- (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- (c) engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.

This applies where a member of staff is on the school premises and elsewhere at a time when, as a member of school staff, that adult has lawful control of the children concerned, for example, on a school trip.

The decision on whether to physically intervene is down to the professional judgement of the adult concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. (DfE guidance document 'use of reasonable force', 2013)

Individual members of staff cannot be required to use physical restraint. However, as teaching and non-teaching staff work in 'loco parentis' and should always operate with an appropriate 'Duty of Care', it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty. (DfE guidance document 'use of reasonable force', 2013)

Authorised staff

Section 550A of the Education Act 1996 permits adults who have lawful charge or control of children to use reasonable force to control or restrain them.

These include:

- teachers
- family support workers
- teaching assistants
- SMSAs
- representatives from outside agencies
- other adults who may be working with children either on school premises or accompanying them on out of school activities, e.g. during field trips or on school journeys.

Wherever possible Physical Restraint should only be used by those with appropriate training. However, it is acknowledged this may not always be possible and physical restraint may be used as an emergency measure by someone without appropriate training to ensure the safety of children in their care. Any Physical intervention should be conducted making reasonable adjustment for students with SEN or disabilities. In this instance, someone with appropriate training should be called for immediately. Within the school there are 8 trained TEAM TEACH members of staff one in EYFS and 1 in Key Stage 2. Both can be called on for support and intervention with a child.

School Expectations

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

- 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.

Positive Behaviour Management

All physical interventions at school are conducted within a framework of positive behaviour management. The schools behaviour policy is intended to reward effort and application, and to encourage pupils to take responsibility for improving their own behaviour.

Before using physical controls we take effective action to reduce risk by:

- Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.
- Giving clear directions for pupils to stop
- Reminding them about rules and likely outcomes
- Removing an audience or taking vulnerable pupils to a safe place
- Making the environment safer by moving furniture and removing objects which could be used as weapons
- Using positive guidance to escort pupils to somewhere less pressured
- Ensuring that colleagues know what is happening and call for help

Definitions of Positive Handling

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation.

1 Physical Contact

In school there are many occasions in which appropriate physical contact occurs between staff and pupils, e.g., in the care of pupils and in order to support their access to a broad and balanced curriculum. Often young children do seek close contact with supportive adults whom they trust. As long as this is within public view, generically applied to all children who seek it and is responsive to the child's needs, it is not only appropriate but enhances positive relationships.

2 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 hand, arm or shoulder where the pupil is compliant. Many pupils can be simply deflected from a potentially volatile situation by such timely intervention.

3 Physical Control / Restraint / Restrictive Physical Intervention

This will involve the use of reasonable and proportionate force when there is an immediate risk to pupils, staff or property.

All such incidents must be recorded on a Behaviour Incident Report form which is kept in the school staff room and located on the Safeguarding board. If anyone is injured an accident/incident report must also be completed. Records of incidents must be given to the Head teacher as soon as possible, and by the end of the school day at the latest.

When recording an incident, staff should:

- **Read through the school recording form carefully.**
- **Take time to think about what actually happened and try to explain it clearly.**
- **Record all names in full.**
- **Select the correct date of the incident.**

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.

Parents must also be informed on that day, or as soon as possible afterwards, if their child has had to be restrained to the extent that it has been recorded on an incident form.

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 Positive Handling Plan within a personal risk assessment. 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. Positive Handling Plans should be considered alongside the Statement and any other planning documents which relate to the pupil. 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 be included in and Pastoral Support Plan or Pupil Profile.

Responding to Unforeseen Emergencies

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 principals are that any physical intervention should be:

- in the best interest of the child;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made there should be a verbal warning. Where possible, staff should always attempt to use diversion or diffusion in preference to physical interventions. They should only use the techniques and methods approved for use in this school. In general, if staff act in good faith and their actions are reasonable and proportionate, they will be supported.

The Post Incident Support Structure for Pupils and Staff

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. 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. 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. 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. 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.

Complaints

Pupils can sometimes make allegations of inappropriate or excessive use of force following an incident. The school has a formal Complaints Procedure. Parents should be reminded of the procedure and encouraged to use the appropriate channels. Any allegations will always be responded to and investigated by the SLT or if appropriate the Governing body. 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. Any staff concerns regarding the welfare

of children should be taken to the designated person for child protection. Any safety concerns should be reported to the designated person for Health and Safety.

Training

The school are supported by independent safeguarding consultants (Cennell Educational Solutions). CES provide training updates and support school with any incidents. Teachers and anyone authorised by the Head teacher who are expected to use planned physical techniques should be trained; currently there are 8 trained members of support staff. This school has adopted the Team Teach Model of training. All training courses have been fully accredited by the British Institute of Learning Disabilities (BILD) in accordance with DfES and Department of Health guidance. Positive handling training is always provided by qualified instructors with rigorous guidelines. The level of training recommended is related to the level of risk faced by our members of staff. The level of training required is kept under review and may change in response to the needs of our clients.

The majority of Learning support Assistants and members of the Senior Leadership Team trained through Team Teach in October 2016 and Autumn Term 2017

Monitoring and Evaluation

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

Follow Up

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the Positive Handling 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. (See staff and pupil disciplinary policy)

Linked Policies

This policy should be read in conjunction with:

- Behaviour Policy
- Health & Safety Policy
- Safeguarding & Child Protection Policy

Created Bev Kidd-Scannell September 2016

Reviewed September 2020 (Covid Adjustments in red)