



BROADWOOD PRIMARY SCHOOL

POSITIVE HANDLING POLICY

**Last review date
Reviewed by
Next review date**

**26.11.18
Full Governing Body
Autumn 2020**

Rationale

Physical Intervention is an essential part of school routine at times. In Early Years the use of physical prompts is seen as part of normal practice and there will be situations where it will be necessary to lift a small child for example. Some pupils may require physical contact as part of the normal programme of work in school in order to support them in accessing their educational entitlement. In some cases it may be expected that the use of physical prompts would be part of an Individual Education Plan (IEP) and in these cases this would be discussed and agreed with parents. In rare cases it may be necessary for staff in school to consider restrictive physical intervention to support a pupil at a time of crisis and to ensure pupil and staff safety is maintained.

Physical Intervention: Lifting, handling and restraint

Purpose

- To ensure that adults and children are safe and not at risk of injury.
- To support an individual in regaining self-control.
- To minimise the risk of significant damage to property.
- To minimise the risk to learning.

Implementation

Lifting and handling of a young children

Lifting a small child should be considered if any of the criteria above are present. However, it should be only considered as an option if:

- a) Not lifting the child is likely to result in more dangerous consequences than lifting the child in terms of injury to the child and/or staff.
- b) This response is in the paramount interest of the pupil.

Restrictive physical intervention

If any of the criteria above are present, it may be necessary to consider physical restraint of a pupil as a last resort. The use of restraint will only be deployed in extreme circumstances when all other methods of control have been exhausted and should only be considered as an option when the following judgements have been made:

- a) Not intervening is likely to result in more dangerous consequences than intervening.
- b) Alternative calming and defusing strategies have failed to de-escalate this situation or it is not reasonably practicable to attempt alternative strategies due to the imminent risk of injury.
- c) This response is in the paramount interest of the pupil or others.

Restrictive intervention should only be used when judged to be necessary and must be proportionate to the situation.

Definition and context for restrictive physical intervention

Restrictive physical interventions/physical restraint occurs when a member of staff uses force with the intention of restricting a pupil's movement against their will. The use of barriers to restrict movement would also be considered to be a restrictive physical intervention. Physical prompts or manual guidance from which a pupil can release him/herself without difficulty does not fall within this definition.

Guidelines for physical intervention

The use of physical restraint should be used as the last resort. All other methods of managing the behaviour should be used first, including listening to the child, talking to the child, asking for others to withdraw, using calming strategies and negotiating.

Physical restraint must only involve the minimum force necessary to maintain good order and safety. It should be applied only until the pupil is calm. Supportive calming techniques should be used in conjunction with the hold/containment in order to encourage the pupil to calm as quickly as possible, e.g. talking rationally and calmly to the pupil and explaining what is happening, why, and when it will end.

Physical intervention should be used to de-escalate a potentially dangerous situation. It should not be used as a threat or a punishment.

Where pupils have exhibited challenging behaviour, it will be expected that they will have a positive behaviour support programme in place which has been prepared in consultation with parents/carers. This programme will identify:

- The triggers leading to / causing the challenging behaviour;
- Teaching targets for more effective behaviours;
- How to adapt the environment to optimise the probability of effective behaviour;
- A programme of positive reinforcement and appropriate sanctions;
- The early warning signs of challenging behaviours; and
- Defusing and calming strategies to employ when the early warning signs are exhibited.

Self Defence/Emergencies

An effective risk assessment procedure together with well-planned preventative strategies will help to keep emergency use of restrictive physical interventions to an absolute minimum. However, staff should be aware that, in an emergency, everyone has a right to defend themselves against attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example, if a pupil was at immediate risk of injury, or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene.

Post Incident Management

Following an incident in which restrictive physical interventions are used, both staff and pupil should be given separate opportunities to talk about what happened in a calm and safe environment. Staff need to ensure that the pupil is comfortable and offered a drink if needed. Post incident interview should be designed to discover exactly what happened and the effects on participants. They should not be used to apportion blame or punish

those involved. If there is any reason to suspect that a pupil or staff member has experienced injury or severe distress, they should receive prompt medical attention.

A positive behaviour support programme will be in put in place for every pupil whose behaviour has required physical intervention or restraint. This programme should include a description of the method of physical intervention that will be used and will be subject to a termly review.

Parents/carers must be informed if physical restraint has been employed and should be consulted with, and involved in, the development of the behaviour management programme. It is important that a multi-agency approach to supporting pupils with challenging behaviour should be adopted wherever possible, with other agencies involved in the care and/or support of pupils, informed, and involved in management programmes and/or planning. The Social Services Department should be involved if the pupil is in the Public Care of the Local Authority (i.e. looked after).

Reporting and Recording

In all incidents where physical intervention/restraint has been used the following actions must be taken:

The Head Teacher must be informed as soon as possible. The Head Teacher should be satisfied that the course of action taken during the incident complied with the school's policy and the Local Authority guidelines.

Parents/carers must be informed.

The staff involved must complete a written record (Appendix 1) as soon as practically possible. This should be completed within 1 working day and should take note of any other people present who may act as witnesses if required.

In circumstances where the restraint has caused significant concern it is recommended that the school notify the appropriate Officer in the LA (e.g. Principal Educational Psychologist, Child Protection Officer etc)

Copies of the report will be uploaded onto CPOMs (the schools online digital safeguarding record keeping system).

Authorised staff

The 1996 Education Act allows all teachers at a school to use reasonable force to control or restrain pupils. It also allows other people to do so, in the same way as teachers, provided they have been authorised to do so by the Head Teacher to have control or charge of pupils. All staff will have a copy of the policy and guidelines for behaviour management/physical intervention and will be aware of and understand what this authorisation means.

Staff Training

An appropriate number of staff will be trained in safer handling practices and this training will be reviewed annually. A list of staff trained and the date the training took place will

be kept on display in the school office, the Headteacher's office, the Deputy Headteacher's office and Special Educational Needs Co-ordinator's office.

Review and Monitoring

The following procedures will be reviewed on a regular basis:

- Health and safety procedures;
- Reporting and recording procedures;
- School policy on behaviour, discipline and physical restraint;
- Individual pupil's behaviour support programme;
- Staff training needs, including induction;
- Monitoring the effects of the incidents on pupils and staff and provide support where necessary; and
- Obtaining support from outside agencies as appropriate.

References and further information

DfEE circular 10/98: Section 550A of the Education Act 1996: The use of force to control or restrain children
Guidance on the use of Restrictive Physical Interventions for staff working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders

DfES/DH Guidance, Jan 02 Physical Interventions: A Policy Framework (BILD) The Team Teach Approach – course information

Appendix 1

Confidential

Broadwood Primary School
Record of Restrictive Physical Intervention

Name of pupil:	Staff involved:	Witnesses:
Date of incident:	Time of incident:	Location of incident:
Description of events leading up to incident		
Nature of risk that necessitated restraint		
Interventions used and their duration		
How the incident was resolved		
Injuries to pupils or staff		
Damage to property or possessions		
Additional action taken and recommendations (include any changes to reduce future risks)		
Pupil account of incident		
Staff and witness signatures		
Head teacher's signature		

Appendix 2

Confidential

Broadwood Primary School Positive Handling Plan

Name of child:		Year group:	
Trigger behaviours: Describe common behaviours/ situations which may require positive handling and when they are likely to occur.			
Topography of behaviour: What does the behaviour look and sound like?			
Preferred supportive and intervention strategies: Strategies which should be attempted before physical intervention techniques are considered.			
Verbal support		Switch adult	
Consequences		Distraction	
Time out		Success reminder	
Humour		Planned ignoring	
Praise points / strengths (areas that can be developed or built upon – ‘bridge builders’)			
Medical conditions that should be taken into account before physically intervening			
Listening and learning process following the incident; (what care is to be provided)			
Key additional factors to consider: <ul style="list-style-type: none"> • Monitoring progress • Environmental changes that might help • How parents could help / be involved • Rewarding progress 			
Completed by:		Date:	

Appendix 3

Guidance for the management of an incident.

1. Staff should ensure that all preventative methods are deployed as routine in their teaching areas.
2. Staff should be aware of any likely situations in which the need for physical intervention may be necessary.
3. Staff should avoid confrontational situations, maintain a calm manner and speak slowly and quietly. Body language should reflect a calm, quiet approach.
4. Staff should avoid physical contact and try to maintain a distance of at least one metre between the pupil and themselves.
5. Staff should respond in a non-violent manner using slow, simple movements so as not to further aggravate the situation.
6. If physical intervention is necessary the member of staff should give clear instructions warning the pupil of the consequences of failure to comply. However this warning must not comprise any threat of unlawful assault.
7. A second member of staff should be summoned if possible. The other children removed from the situation.
8. Physical intervention must not be used as a threat to the pupil, a form of punishment, or to enforce compliance.
9. Physical intervention will only be used to avert immediate danger or risk to the pupil, others or to avoid serious damage to property.
10. When physical intervention has taken place a return to normal as quickly as possible should be the main priority. As the pupil calms and regains their composure the level of restriction applied through physical intervention should be systematically reduced.
11. Any incident requiring the use of physical intervention will be reviewed. This will allow for support to be given to both staff and pupil, a reconciliation period and for pupils to reflect on the incident and to face up to the problem and its consequence.