

Positive Handling Policy (or Team Teach Approach)

Staff Training Log

| Staff name         | Role           | Date     | Type of Training   |
|--------------------|----------------|----------|--------------------|
| Shantel Brailsford | TA             | 16.7.14  | Basic Team Teach   |
| Sarah Short        | Admin          | 16.7.14  | Basic Team Teach   |
|                    |                | 12.6.15  | Team Teach Trainer |
| Liz Hoyland        | MDSA           | 16.7.14  | Basic Team Teach   |
| Craig Denton       | Catch Coaching | 16.7.14  | Basic Team Teach   |
| Liz Perera         | TA             | 5.10.15  | Basic Team Teach   |
| Helen Myers        | TA/HLTA        | 27.5.16  | Basic Team Teach   |
| Robyn Bulmer       | Teacher        | 27.5.16  | Basic Team Teach   |
| Louisa Denman      | Teacher        | 27.5.16  | Basic Team Teach   |
| Kirsty Maxton      | Teacher        | 27.5.16  | Basic Team Teach   |
| Mel Marsden        | Supply HLTA    | 05.10.15 | Basic Team Teach   |

**Introduction**

This policy has been developed in response to DfE guidance 'Use of Reasonable Force' July 2013 and '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 (2002).

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils within the school to explain the school's arrangements for care and control. Its contents are available to parents and pupils and applies to all pupils and adults irrespective of race, disability, sexual orientation, gender and religious beliefs.

**Other relevant Policies**

Other Relevant Policies that cross reference with this one are:

Behaviour; SEND; Complaints; Disability and Equality.

**Aims of the policy**

The main aim of Positive Handling is to establish a school community with means of supporting children whose behaviour requires some form of physical intervention (in conjunction with the school's behaviour policy). Coit Primary acknowledges that physical techniques are only a very small part of a whole school approach to behaviour management.

## Every effort will be made to ensure that all staff in this school

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

Teaching and non-teaching staff should always operate with an appropriate 'Duty of Care', they could be liable for a claim of negligence if they fail to follow the guidance within this policy.

### Definitions

No legal definition of reasonable force exists however, for the purpose of this policy and the implementation of it in Coit Primary:

- physical intervention will involve 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.

#### ***a) Physical Contact***

Situations in which proper physical contact occurs between staff and pupils, e.g. in the care of pupils with disabilities; in games/PE; to comfort pupils; to help model behaviour

#### ***b) 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 with little or no force.

#### ***c) Physical Control/Restraint***

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort.

The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

The school will ensure that pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school.

Parents should have committed themselves through the Home-School Agreement to ensure the good behaviour of their child and that he/she understands and follows the School Behaviour Policy.

### Training and Authorisation

Coit Primary is an accredited 'Team Teach' school. Staff have undertaken specific training in de-escalation techniques and the correct use of physical intervention and restraint when this is required. This training is intended to help staff to link meeting children's needs with positive behaviour management. Training provided is accredited by the British Institute of Learning Disabilities (BILD). The Head teacher will maintain a list of those who have been authorised and for which training has been undertaken. This list will be reviewed at least annually.

Authorisation is not given to volunteers or parents. Supply staff will not be authorised unless they are familiar with this school's policy and have undertaken training.

## Principles behind Positive Handling techniques

It is recognised that there may be occasions when an individual child's behaviour has deteriorated to the point where he/she is not only a danger to him/herself but also to others. Even though all aspects of the school's Behaviour Policy may have been strictly adhered to and carried out, there could be times when the situation has become untenable. On these infrequent occasions it may be necessary to use Positive Handling techniques to remove the child to a place of safety in order for the situation to be calmed and resolved.

## Situations which may require positive handling techniques

As part of their training, staff are taught how to recognise the early stages of a behavioural sequence that is likely to develop into violence or aggression and how to employ 'defusion' techniques to avert any further escalation. They are also taught how to intervene safely.

This includes:

- Strategies for preventing the occurrence of behaviours which precipitate the use of physical intervention;
- Strategies for 'de-escalation' or 'defusion' which can avert the need for a physical intervention;
- Procedures for post-incident support and de-briefing for staff, pupils and parents;
- The concept of 'reasonable force' where 'reasonableness' is determined with reference to all the circumstances, including:
  1. The seriousness of the incident
  2. The relative risks arising from using a physical intervention compared with using other strategies
  3. The age, cultural background, gender, stature and medical history of the pupil concerned
  4. The application of gradually increasing or decreasing levels of force in response to the pupil's behaviour;
  5. Risk assessment and risk management;

The distinction between:

1. Seclusion where a pupil is forced to spend time alone against their will
2. Time out which involves restricting a pupil's access to all positive reinforcements as part of a behavioural programme
3. Withdrawal which involves removing a pupil from a situation which causes anxiety or distress to a location where continuous observation and support can be given until a return to normal activities can be made;

## Types of Incident

The incidents fall into three broad categories:

- a) Where action is necessary in self-defence or because there is an imminent risk of injury.
- b) Where there is a developing risk of injury or significant damage to property.
- c) Where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations, which fall within one of the first two categories, are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
- a pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- a pupil persistently refuses to obey an order to leave a classroom;
- a pupil is behaving in a way that is seriously disrupting a lesson.

### **Positive Behaviour Management and Strategies for dealing with challenging behaviour**

Staff consistently adopt positive strategies to encourage acceptable behaviour, application and to build self-esteem as explained in the School Behaviour Policy. The school will work in partnership with those who know the child to help:

- find out why this child behaves as he or she does
- understand the factors that influence this child's behaviour
- identify early warning signs that indicate foreseeable behaviours are developing

This approach will help to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviours and make sure that the use of physical force is rare.

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident:

- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain (this includes negotiation, care and concern, Active Listening techniques);
- Further verbal reprimand stating:

- that this is the second request for compliance

- an explanation of why observed behaviour is unacceptable

- an explanation of what will happen if the unacceptable behaviour continues;

- Warning of intention to intervene physically and that this will cease when the pupil complies
  - if possible summon assistance
- Physical intervention - reasonable force being used to prevent a child harming him or herself, others or property

### **Positive handling procedures:**

Depending on the age of the child and the degree of physical intervention which is deemed necessary, the type of contact between staff member and child will vary and will take the form of a hold which has been approved for use in such circumstances. (See Approved Physical Intervention / Control Techniques). In the event of a situation deteriorating to the extent that physical intervention is required the member of staff involved initially should normally seek the assistance of another adult member of staff. This is particularly important in the case of staff members dealing with pupils of the opposite sex. It is also important that staff members should have a witness that no excessive physical intervention techniques have been employed and that due consideration is given to the safety of pupils and staff during the duration of the incident. Used correctly, positive handling techniques are designed to protect both pupil and staff member, but staff who have a physical problem or disability should automatically seek help from another member of staff. This also applies to female members of staff at any stage during a pregnancy. Staff members should also take care when using physical intervention by ensuring that their hands are free from any implements which may cause injury to the pupil. Any jewellery or wrist watches likely to scratch or cause injury to the pupil or staff member during an incident where physical intervention has been deemed necessary, should also be removed.

### **Approved Physical Intervention/Control Techniques**

The following list consists of five holds which have been approved for use during physical intervention situations, and two holds which are approved if the staff member needs to extricate him/herself from a hold placed on them by a pupil:

- The friendly hold
- The single elbow hold
- The double elbow hold
- The outside elbow hold
- The wrap

The following moves are approved for staff members if their own safety is compromised by the physical actions of a pupil:

- Personal safety release - arm hold
- Personal safety release - neck hold (from shoulders)

### **Reporting and Recording use of Physical Intervention/Control**

Those children who regularly need or are more likely to need Positive Handling, should be identified by staff and a Positive Handling Plan put into place. This must be shared with and agreed by parents. Consequently, where physical intervention has been used to manage a previously identified pupil, a record of techniques to be used is already in place. However, for those children who require a physical intervention that has not previously been identified, a record of the incident may need to be kept.

Where physical control or restraint has been used, a record of the incident will be kept. This record should be made in the school Serious Incident Book (which is retained by the Headteacher) containing a brief reference to the detailed Restraint Form and (Health & Safety/Incident Form as appropriate). The school will take action to ensure that parents are informed about these incidents as soon as possible.

The Serious Incident Book and Restraint Form will be completed as soon as possible after the incident, normally prior to staff going home and be signed by all staff involved and the Headteacher. Details on the Restraint Form will include:

- how the incident developed
- attempts made to calm the situation
- names of any staff or pupils who witnessed the incident
- the outcome of the incident including any injuries sustained by any pupil or member of staff
- any damage to property
- when and how parents were informed
- a summary of actions taken after investigation

After the review of the incident, the completed Restraint Form within the Serious Incident Book will be placed in the Safeguarding file.

A Health and Safety Accident / Incident Form will be completed and returned to the Local Education Authority in situations where injury has occurred to either members of staff or pupils. Where staff have been involved in an incident involving reasonable force they should have access to counselling and support. Within the school this will be made available through the Head teacher.

### **Action after an incident**

The Head teacher will ensure that each incident is reviewed and investigated further as appropriate. If further action is required in relation to a member of staff or a pupil, this will be pursued through the relevant procedure.

### **Complaints**

The availability and application of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be dealt with under the School's Complaints Procedure.

The Chair of Governors will be informed of complaints but other governors will not be involved as a complaint may require further action on their part.

### **Monitoring of incidents**

Monitoring of incidents through documented evidence will help to ensure that staff are following the correct procedures and will alert the Head teacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force. This process will also address patterns of incidents and help to evaluate trends that may be emerging.

Monitoring of incidents will take place termly and the results used to inform planning to meet individual pupil and school needs. Monitoring information will be reported on an annual basis to school governors.

Written by: G Rodrigo

Date (Agreed by staff and Governors): \_\_\_\_\_

Review Date: September 2017

## MODEL STATEMENT FOR PARENTS ON THE USE OF REASONABLE FORCE FOR INCLUSION IN SCHOOL PROSPECTUS

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically using the Team Teach approach in which they have been trained. In such circumstances staff will follow the school's policy for dealing with such situations. Any parent wishing to view this policy may do so on request.