

STANNINGTON INFANT SCHOOL

Policy for Use of Positive Handling with Pupils

Agreed by Governors October 2018

Next Review October 2020



STANNINGTON INFANT SCHOOL POLICY FOR USE OF POSITIVE HANDLING¹ WITH PUPILS

1 Introduction

- 1.1 This policy takes into account DfE Guidance on Use of Reasonable Force (July 2013) <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- 1.2 Stannington Infant School recognises that there is a need, reflected in common law, to intervene when there is an obvious risk of safety to its pupils, staff and property.
- 1.3 Stannington Infant School is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, **and only use positive handling as a last resort** in line with DfES. If used at all it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff.
- 1.4 This policy must be read and implemented in conjunction with the whole school behaviour policy and approach to behaviour management.
- 1.5 The Education Act 1996 (Section 550A) states that it is lawful for teachers and other authorised staff to use reasonable force to prevent a pupil from committing an offence, causing injury or damage or disrupting the good order and discipline of the school. Teachers are not contractually obliged to carry out restraint procedures and they are not contractually obliged to undertake training in any restraint procedures. This policy applies to all staff who are authorised to use positive handling (see Section 7).
- 1.6 All staff authorised to positively handle children and young people must be aware that they must not:
 - Use corporal punishment
 - Use pain to gain compliance
 - Deprive the person of food and drink
 - Require the person to wear inappropriate clothes
 - Humiliate, degrade the child or young person

2 Our approach to best practice

- 2.1 The best practice regarding positive handling outlined below should be considered alongside other relevant policies in the school, specifically those policies involving behaviour, bullying, child protection and health and safety.

¹ Sometimes referred to as Physical Intervention or Care and Control

2.2 In line with Education Act 1996 (Section 550A) in the following situations staff must judge whether or not positive handling would be reasonable or appropriate:

- Risk to the safety of staff, pupils or visitors or
- Where there is a risk of serious damage to property or
- Where a pupil's behaviour is seriously prejudicial to good order and discipline or
- Where a pupil is committing a criminal offence

This judgement will take into account the circumstances of the incident. All staff should be aware that the use of positive handling in response to a clear or developing danger of injury will always be more justifiable than the use of force to prevent damage or misbehaviour.

2.3 Staff will view positive handling of pupils as a **last resort for the purposes of maintaining a safe environment**. If pupils are behaving disruptively or anti-socially, every strategy will be used to manage behaviour positively to prevent a deterioration of the situation.

2.4 Staff will understand the importance of listening to and respecting children to create an environment that is calm and supportive especially when dealing with pupils who may have emotional and behavioural needs, which may increase their aggression.

2.5 All staff will understand the importance of responding to the feelings of the child, which lie beneath the behaviour as well as to the behaviour itself.

3 Practice regarding specific incidents

3.1 All policies and practice regarding the supervision of pupils during the school will be appropriate to the identified needs and behaviours of the pupils, this combined with the whole school approach to behaviour should minimise the likelihood of requiring positive handling to an absolute minimum.

3.2 The physical action taken will take into consideration the age and competence of the child and will be the least detrimental alternative.

3.3 Staff intervening with children will seek assistance from other members of staff as early as possible, since single-handed intervention increases the risks of injury to both parties and does not provide a witness.

3.4 A member of staff recognising that a situation is escalating to a point demanding positive handling yet feeling unable to carry this out must, as part of their duty of care, clearly tell the pupil(s) to stop the behaviour and seek help by any means available.

3.5 Staff who become aware that another member of staff is intervening physically with a pupil will have a responsibility to provide a presence and to offer support and assistance should this be required.

- 3.6 Where possible, staff who have not been involved in the initial confrontation leading up to an incident may be in a better position to intervene or restrain the pupil if this proves necessary.
- 3.7 A pupil's behaviour may be adversely affected by the presence of an audience. Wherever possible, the audience will be removed, or if this is not possible, the pupil and member(s) of staff will withdraw to a quiet, but not completely private, place (e.g. two members of staff should be present or a door left open so that others are aware of the situation).
- 3.8 Staff will be aware of the need to tell the pupil being restrained, in a calm and gentle manner that the reason for the intervention is to keep the pupil and others safe. Staff will explain that as soon as the pupil calms down, s/he will be released.
- 3.9 The force used will be commensurate with the risk prevented.

4 Positive handling

- 4.1 Examples of situations where positive handling may be appropriate include
- pupil attacks member of staff or another pupil
 - pupils are fighting
 - pupils are engaging in, or on the verge of, committing deliberate damage or vandalism to property
 - pupil is causing, or at risk of causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
 - pupil absconds from school or room (this only applies if pupil could be at risk if not kept in school or a room)
 - a pupil is behaving such that the lesson is being seriously disrupted
- 4.2 The following approaches are regarded as reasonable in appropriate circumstances.
- a. Holding for security and to reduce anxiety where there is potential risk, even if the pupil is not yet out of control. This is best used when the pupil is anxious or confused. Its purpose is to defuse or prevent escalation. Staff should take care that their actions should in no way be capable of being interpreted by the pupil as aggression.
 - b. Physically interposing between pupils.
 - c. Blocking a pupil's path.
 - d. Pushing, if restricted to situations where reasonable force is used to resist a pupil's movement, rather than a forceful push that might cause the pupil to fall over.
 - e. Escorting a pupil by the hand or arm.

5 Holds to be avoided

5.1 The following holds should not be used.

- Holding a pupil around the neck, or by the collar, or in any other way that might restrict a pupil's ability to breathe
- Slapping, punching or kicking a pupil
- Twisting or forcing limbs against a joint
- Tripping a pupil
- Holding a pupil by the hair or ear
- Holding a pupil face down on the ground

6 Recording an incident (model pro forma in Appendix 1)

6.1 All incidents that result in non-routine interventions will be recorded in detail on the school proforma and attached to an individual child's CPOMS record.

6.2 Contemporaneous record (i.e. written within 24 hours of the incident's occurrence) will be made by the staff member involved in the incident.

6.3 Similarly, contemporaneous notes will also be made by any other members of staff involved (i.e. as witnesses or additional providers of support). The notes will be signed and dated.

6.4 The record will contain the following information:

- The name(s) and the job title(s) of the member of staff who used reasonable force
- The name(s) of the pupil(s) involved
- When and where the incident took place
- Names of staff and pupils who witnessed the incident
- The reason that force was necessary
- Behaviour of the pupil which led up to the incident
- Any attempts to resolve the situation
- The degree of force used
- How it was applied
- How long it was used for

- The pupils response and the eventual outcome
 - Details of any injuries suffered by either staff or pupils
 - Details of any damage to property
 - Details of any medical treatment required (an accident form will be completed, where medical treatment is needed).
 - Details of follow-up, including contact with the parents / carers of the pupil(s) involved.
 - Details of follow-up involvement of other agencies – police, Social Services
- 6.5 Pupil witnesses may also be asked to provide a written account if appropriate.
- 6.6 Copy of this entry will be kept on the pupil's file and retained in line with LA guidance on keeping educational records and GDPR requirements.
- 6.7 The school will report any injuries to pupils or staff in accordance with RIDDOR (HSE Regulations 1995)²
- 6.8 Pupils who are identified as likely to require positive handling as part of their behaviour management will require an Individual Behaviour Plan. This is drawn up in response to the risk posed by the pupil's behaviour and is shared with all staff, parents / carers and the pupil, if appropriate. See Appendix 5.

7	Debriefing Arrangements
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- 7.1 The pupil and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained.
- 7.2 The pupil will be given time to become calm while staff continue to supervise her / him. When the pupil regains complete composure, a senior member of staff (or her / his nominee) will discuss the incident with the pupil and try to ascertain the reason for its occurrence. The pupil will be given an opportunity to explain things from her / his point of view. All necessary steps will be taken to re-establish the relationship between the pupil and the member(s) of staff involved in the incident.
- 7.3 In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the pupil returns to school.
- 7.4 All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior

² RIDDOR_Reporting of Injuries, Diseases and Dangerous Occurrences Regulations, HSE Books, PO Box 1999, Sudbury, Suffolk, CO10 6fs

member of staff (or her / his nominee) will provide support to the member(s) of staff involved.

- 7.5 The Headteacher will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Headteacher (or his / her nominee) will initiate the recording process if not already underway (see 6.0) and review each incident to ensure that any necessary lessons are learned.

- 7.6 See paragraph 10.1 about informing parents.

8 Training Needs of Staff

- 8.1 In cases where it is known that a pupil will require positive handling on occasions, the school will ensure that appropriate accredited training is provided, such as Team Teach. Staff involved will identify their training needs in this area.

- 8.2 Staff trained in positive handling techniques need to update their training on a regular basis and ensure that their training record is kept up to date.

9 Authorisation of staff to use positive handling

- 9.1 We recognise that positive handling will be seldom used and it is a last resort to maintaining a safe environment.

- 9.2 All teaching staff are, by the nature of their roles, authorised to use positive handling as appropriate. Support staff will require specific authorisation, either temporarily or permanently. The Headteacher or someone deputising for him / her when s/he is absent can only give this authorisation. Authorised staff will be notified formally. A pro forma for authorising staff is in Appendix 2.

- 9.3 In the event of a complaint being received by the school in relation to the use of physical force by staff, the matter will be investigated in accordance with the school complaints procedure

10 Arrangements for Informing Parents

- 10.1 Parents have access to the policy via the school's website.

Staff who work with particular children who have learning or physical disabilities (and who have Individual Support Plans, Individual Behaviour Plans and / or Pastoral Support Plans) may need to use specific techniques routinely to manage challenging behaviour. Such arrangements will be discussed with parents / carers in advance on an individual basis. All parents will be informed after a non-planned incident where positive handling is used with a child.

Governors will be informed of the number of incidents where positive handling has been used on an annual basis.

Procedures for managing pupils with physical or learning needs who routinely require control of positive handlings.

Any pupil who falls into this category will have a clear plan for positive handling agreed in advance with parents. This plan should be regularly updated. The plan will include:

- What positive handling techniques (i.e. specific holds) may be used with the child and in what circumstances; if used, these will be briefly recorded routinely
- What briefing and / or training has been given to staff
- Arrangements for additional support where necessary
- Any medical requirements for the child

All details of any possible positive handling will be discussed fully with parent / carers in advance. Any departures from the plan will be recorded and discussed with parents / carers. See appendix 2

Children with Autistic Spectrum Disorders within mainstream settings

A feature of the difficulties faced by children with ASD is their cognitive and behavioural rigidity which can at times present staff with some challenging situation. The impact of these includes difficulties in the following areas:

- Refusal to move from activity to activity
- To follow simple instructions
- To join group activities
- To participate in whole class teaching situations
- Turn-taking and sharing
- A change in routine

All of the above may cause a child to react with physical aggression to themselves or others or at times major outbursts of screaming or tantrums, which are clearly disruptive for all concerned. In order for children to access the curriculum and be able to enjoy a range of activities as part of their learning programme it may be necessary to address some of the above issues. At these times staff working with children may use **physical prompts** to move a child (see paragraph 33 circular: 10/98).

Any use of physical prompts would be fully discussed with all staff and the child's parents and be part of a behaviour plan or programme. Prompts may include:

- Leading a child by the hand
- Moving a child across a room
- Using prompts to encourage a child to remain seated on the carpet

- The use of physical prompts to complete an activity
- Preventing a child from running off
- Preventing a child from hurting other children

If a staff member has needed to use physical prompts they will always do so in a calm and non-confrontational way as possible and attempt to reassure the child in an appropriate manner.

Agreed by staff October 2018

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Appendix 1

STANNINGTON INFANT SCHOOL

Name of Pupil				Class	
Location					
Date of Incident	Start Time		End Time		
Hrs		Mins	Hrs		Min
Other People Present					

Reason for Intervention		✓	✓
Danger to self (student)			Danger to Others
Severe damage to property			Severe disruption to good order/discipline
Committing (or intending to commit) a criminal offence			
Description of Incident			

De-escalation techniques used		✓	✓
Advice and support			Time out offered
Reassurance			Incentive to calm down
Calm talking			Remove from situation
Remove others			Distraction
Planned ignoring			Step away
Humour			Modify activity
Option offered			Other

Record of positive handling technique	
Type of hold	
Duration	
Name of adult(s) involved	
Description of how incident was resolved	
Any other information or comments	
Evaluation of this incident	

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Injuries and damage sustained	Medical check	Offered	Accepted
To student			
To adult			
To other party			
Damage to property			

Please complete accident form if appropriate

Informing Appropriate Others

Parents/Carers: Yes ☐ No ☐ Date: _____ Time: _____

By (name of staff) Liz Harris

Phone call ☐ Home/School Diary ☐ Letter ☐ Other ☐ _____

Behaviour Support Team informed? Yes / No Date: _____ Time: _____

Report completed by:

Name _____ Position: _____

Date: _____ Time: _____

Signed _____

Appendix 2

Positive Handling Plan

Child's Name:

Date of Plan:

Review Date of plan:

When does the child do well? What does a good day look like for this child?

Proactive Strategies to be implemented into daily routines to support in the classroom/school

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What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
Response	Response	Response

What are common triggers?

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Diversions and distractions / Praise points (what is a success for the individual)

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De-escalation skills

Notes

Verbal advice and support

Giving space

Reassurance

Choices

O: Policies

Humour

Consequences

Planned ignoring

Take up time

Time-out

Supportive touch

Transfer adult

Success reminded

Simple listening

Acknowledgement

Apologising

Agreeing

Removing audience

Are there any factors to consider when debriefing? E.g. Communication Aids, staff etc.

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Repair and Reflect (Talk to the Child)

Hear	What happened?
Explain	How did it make you feel ?
Link	Because you felt ... you
Plan	What could you do if it happens again?

How should we record incidents and who should we inform?

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Headteacher:
Parents/Guardian:

Name:
Name:

O: Policies