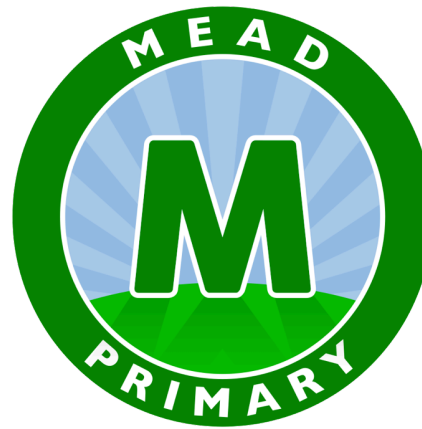
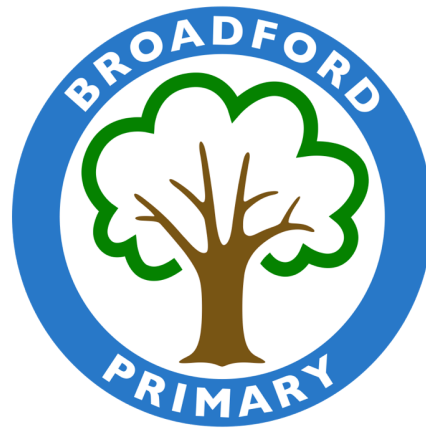


# Positive Handling Policy

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Policy review date	January 2024
Date of next review	January 2025

## Physical Interventions by staff in school

### Objectives

In order for a physical intervention to be warranted, staff should believe that immediate action is necessary to prevent:

- a pupil from significantly injuring himself or others
- serious damage to property
- a serious breach of school good order and discipline
- a criminal offence (eg having or using, a weapon or being in possession of drugs) eg search (see end)

### Equal Opportunities

This policy is applicable to all groups of individuals within the school regardless of gender, ethnicity, culture, religion, colour, disability, need or nationality.

### Minimising the need to use force

- Staff should take steps to avoid the need for a restrictive physical intervention, e.g. through dialogue and diversion, allowing space, talking, listening and humouring, cajoling and reasoning, diversion and distraction and, “stop! Moving others away or out of the room is also an option (Govt. guidance; 2010,2011,2012)
- Only the **MINIMUM FORCE NECESSARY** to prevent physical injury or damage should be used.
- Every effort should be made to secure the presence of other staff before using a RPI. These staff can act as assistants and witnesses. And monitor airways, circulation and well being/emotions.
- As soon as it is safe, intervention should be gradually relaxed to allow the pupil to regain self-control. Intervention should take place calmly but firmly. A place to go which is calm should be known to all staff, with appropriate seating.
- Restraint should be an act of care and control, not punishment
- Physical restraint should never be used purely to force compliance with staff instructions when there is no immediate risk to people or property.
- PSHE approaches to teach pupils how to manage conflict and strong feelings will be used throughout the school as part of the schools personal, social, and Health Education teaching.
- If it is unsafe or impractical for the adult to intervene physically, the staff member must take action in another way, eg sending a pupil with a message; saying names loudly and “stop”, moving things away to prevent them from being used as weapons; moving other pupils away.
- Where a pupil may require restraint that pupil should already have a plan in place notifying staff that specific interventions may be necessary. Parents/carers will have been involved in the creation of this plan.  
Pupils who do not have plans will have one drawn up following an incident. (this is a legal obligation)
- Procedures and interventions will be reviewed (and changed) every term at least.
- Interventions must be age appropriate and will change and minimize over the life of a plan.

### **Staff authorised to use force**

All staff who are Team Teach trained and whose certification is current are authorised to use a *proportionately* restrictive physical intervention where they have ascertained that to do so is *reasonable, necessary and in the best interests of the pupil* concerned. The key question in this instance is, 'What would make this pupil safe?'

Any adult working with pupils in this school or on an official trip where they have responsibility for the pupils' safety must intervene to keep a pupil or pupils safe. They must use their best judgment to determine what this intervention should be, and whether it needs to be physical. (NB: Personal Safety courses can help to inform support staff and parents working regularly in the school about their options and responsibilities.)

In any incident where restraint is used the incident must be immediately reported to the SLT so that it can be correctly recorded on CPOMs and in the Bounded Book. Contact for control does not need to be recorded but maybe as part of a behaviour plan for a pupil.

This policy is evidence of the use of temporary or permanent authorization to use force to restrain a pupil.

### **Operational procedural points relating to the use of physical restraint**

- The age and social competence of the pupil should be taken into consideration when deciding what kind of intervention is necessary. Staff therefore need to know and be prepared to use a hierarchy of responses and techniques, rather than relying on a one size fits all approach.
- Holds should only be carried out by suitably trained adults, as it is frightening for a pupil to be held by somebody who is inflicting pain through ignorance (or being instructed in situ) and this can lead to serious injury for the pupil and adults concerned. Inflicting pain is illegal (see above) and will usually escalate the situation.
- It is important to use only the minimum force necessary to achieve the desired result. Restraint is carried out as an act of care and to make the pupil feel safe, whilst restricting their mobility and choices. Relax and disengage as soon as safe.
- Attending staff if not leading must monitor the pupil's breathing, circulation and well-being throughout and comment on this for the incident report.\* see Reporting and recording, below.
- Using an attending member of staff to 'change face' helps to calm the pupil and is always preferable to one adult 'seeing a situation through to the end'. It also helps in recovering the lead staff's working relationship with the pupil, afterwards.
- A discussion with the pupil about what happened and why the intervention was necessary will be carried out some time after they have calmed down from the whole incident. Restraining and attending staff will concentrate on helping the pupil to calm down and be very quiet and soothing in their presence.
- No pupil will ever be left 'to calm down' in a space where they cannot be seen by a member of staff. Pupils in any stage of an incident involving restraint must be monitored and seen at all times.
- If the pupil can return (escorted) to class and be reintegrated quietly, this is preferable to spending hours reliving the incident.

- A restorative and reflective conversation with a key qualified staff member will help the pupil if it is held later in the day after some normality has been resumed. The pupil's point of view is very important and so is the learning about what happened and what they can take forward, especially as we are trying to reduce the necessity for RPIs.
- This meeting ideally will include the lead staff member coming in after a time to hear what the pupil has decided to say to them and rebuild their relationship.
- A sanction may be discussed but does not automatically happen following a restraint. If the pupil can think of a way of 'making this better', that is much more effective. Anything they could think of around improving the relationships (including their own responses) would be excellent, as that is the learning area.

### **Reporting, recording and subsequent meetings with staff and parents/carers.**

The school does not have to report the use of contact for control. The school must always report the use of a restrictive physical intervention for the purpose of restraint. Our reporting and recording procedures are governed by our legal obligations and additionally, by best practice guidelines from the DFE, Team Teach and the British Institute of Learning Disabilities (BILD).

For clarity we reiterate the techniques used in school:

**Contact: guide away, turn and guide away, guiding an arm/hand/leg away, disengagement. All staff contact using our hands is kept to using a specific technique of Caring Cs, which is neither a hold nor a grip.**

- Staff using this form of restrictive physical intervention are asked to record the incident in the schools Bound and Numbered Book (Start date: September 2019)
- Parents/carers will be informed of this form of contact having to be made *more than once* in a school day or over a week. (Best practice)
- A Positive Handling Plan and 5P plan will be drawn up and /or reviewed for this new issue as a result of more than one physical interventions for control being recorded over a week.
- Pupils who already have Plans will be monitored in the same way and the data added to the information on their existing record, to inform the next review.
- Sanctions are not automatic as the reason for intervention may have more to do with an emotional situation rather than being a disciplinary issue.

### **After the incident**

*Staff issues and reporting on to other agencies.*

The lead staff member will be supported by help to talk through the incident on the day, with a staff friend. The report will be completed on the following day and the lead member of staff will need quiet time and space to do this.

The Head of School will collect statements from attending staff to add to the report and include any comments from the pupil concerned. A copy of the pupil's Plan, any other supporting documentation and this Policy will be appended to the report.

The report will be copied to parents/carers, the LA and may be referred to school Governors if they have expressed this preference as part of their own advisory/supervisory role.

The report will be flagged and if necessary copied to agencies directly working with the pupil concerned.

Where it is clear that member(s) of staff need further advice, support, guidance or training, the Head of School will take immediate steps to see that this is provided.

Staff meetings should have input about best ways of following school policy. They will *not* focus on individual cases. *Under no circumstances* should the decisions made by an individual member of staff be second-guessed in such a forum. (see: GTC, NUT, NAS/UWT...)

### **Staff Training and Support**

Meat staff keep up to date with the Team Teach website and videos of RPI techniques.

## Appendix A



<b>Name:</b>	<b>DOB:</b>	<b>Date:</b>	
<b>Triggers /Behaviours / Situations likely to result in Physical Intervention: What is the behaviour like? When does it occur? Where does it occur?</b>			
<b>Strategies to be used (where possible before physical intervention):</b>			
Chill out time	Reassure/success reminder	State alternatives /consequences choices/limits	Praise partial compliance
Give space	Distraction	Other staff intervene	Repeat request
Talk calmly	Give a count	Planned ignoring	Remove stimulus
Verbal advice support	Negotiation	Contingent touch	Humour
Other strategies:			
Preferred Handling Strategies to be used:			
Friendly Hold (arm around shoulder)		Shield	
Walking		Wrap	
Single Elbow		Double Elbow	
Standing		Ground	
Other		Chairs	
		'Get outs' that can be used when holding	
De-briefing process following incident: What care is to be provided. space, talk through etc			
Signatures:			
Child (Where appropriate) :			
Parent/Guardian:			
Head of School:			

Date Review date