



**CHRISTIAN MALFORD**  
Church of England Primary School

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Challenge **M**otivate **S**ucceed

# **CHRISTIAN MALFORD, SEAGRY AND SOMERFORDS' WALTER POWELL PRIMARY SCHOOLS**

## **Positive Handling Policy**

**Approved by:** Local Board

**Adopted:** 28 November 2016

**Due for review:** March 2019

# Positive Handling Policy:

## **Introduction:**

Staff at Somerfords' Walter Powell, Seagry and Christian Malford Primary Schools, are trained to look after the children in their care. Staff, have a duty to intervene in order to prevent pupils from hurting themselves or others. If a member of staff ever needs to intervene physically they will follow the schools' Positive Handling Policy.

Only staff trained in the pre-emptive and responsive positive handling strategy techniques of TEAM TEACH will use physical intervention techniques with children when necessary.

The term positive handling includes a wide range of supportive strategies for managing challenging behaviour. The term 'physical restraint' is used when force is used to overcome active resistance. 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.

Our schools take seriously their duty of care to pupils, employees and visitors to the schools:

- 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

Section 93 of the Education and Inspections Act 2006 enables a school's staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force.

## **Team Teach:**

The TEAM TEACH system is recognised and accredited through BILD - British Institute of Learning Disabilities. Staff undergo a one or two day course (depending on the severity of behaviour of the children they are working with) led by qualified trainers with a single day refresher course undertaken every two years.

**Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, we would expect accredited staff to take over as soon as possible.**

### **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.

### **Restraint**

In our schools we only use physical restraint when there is no alternative. We expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk. Any response to extreme behaviour should be reasonable and proportionate. Physical restraint must only be in accordance with the following:

- The child should be in immediate danger of harming itself or another person or in danger of seriously damaging property.
- The member of staff should have good grounds for believing this.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.
- Once safe, restraint should be relaxed to allow the child to regain self-control.
- Restraint should be an act of care and control, not punishment.

- Physical restraint should not usually be used purely to force compliance with staff instructions when there is no immediate danger present to people and property.
- The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity.

In addition, whilst or before intervention, staff should speak calmly and clearly as a way of reassurance e.g. 'I am doing this to keep you safe.'

### **Responding to unforeseen emergencies**

Even the best planning system cannot cover every eventuality and the schools recognise that there are unforeseen or emergency situation in which staff have to think on their feet.

An unforeseen event may require an emergency response. After that event, staff, have a duty to plan ahead and prepare a risk assessment.

### **Risk Assessment**

Risk assessments are required for pupils who exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. When considering a pupil's behaviour, staff will think about the following questions:

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

### **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. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. Any particular physical techniques which have been found to be effective should be named along with any alerts to any which have proved to be ineffective or which caused problems in the past. Positive Handling Plans should be considered along with the child's EHCP or SEN status and any other

planning documents relevant to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special needs and social context.

### **Post Incident Debrief**

Following a serious incident, it is the policy in our schools to offer support to all involved. This is an opportunity for learning and time needs to be given for following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other peoples' perspectives.

It is difficult to devise a framework of support that meets the need of all staff. As individuals we all vary in how much support we need after an unpleasant incident. Generally a member of senior staff would expect to talk to staff and children involved (if appropriate) in any incidents involving violence. If members of staff need time to rest or compose themselves, then the Executive Head or Head of School will make arrangements for the class to be supported.

### **Recording**

- All incidents of unacceptable behaviour should be recorded
- All serious incidents or incidents involving restraint will be recorded on the appropriate form (**Appendix 2**)

Within these recording strategies, all details must be recorded by witnesses within twenty four hours and signed by at least 2 members of staff. The Executive Head and Head of School need to be informed.

### **Monitoring and Evaluation**

The Head of School will ensure that each incident is reviewed and instigate further action as required.

### **Parents**

When there is concern about a child, parents will be invited to contribute to a risk assessment and Positive Handling Plan. Written parental agreement will form part of this. Parents will be informed of the school's policies. Parents will be informed following serious incidents.

## **Complaints and Allegations**

Any complaints and allegations will follow the school's complaints procedure.

Appendix 1 Names of those qualified to use TEAM TEACH techniques

Appendix 2 Blank Positive Handling Plan

Appendix 3 Serious Incident Report Form

School Behaviour, Child Protection and Anti-bullying policies will all be incorporated into the care package which is used to address each child's need.

## **Policy review**

The review cycle for this policy is every two years. However, the next review will take place in March 2019 to bring it line with the review timetable for the Behaviour and Discipline Policy.

This policy was approved on 28<sup>th</sup> November 2016 by the Local Board of Christian Malford CofE Primary School, Seagry Primary School and Somerfords' Walter Powell Primary School.

## **APPENDIX 1**

Miss Megan Young - Teacher (2016)

Mrs Natasha Bramwell - Teaching Assistant (2016)

**APPENDIX 2**

**POSITIVE HANDLING PLAN**

Name of child:.....DOB:.....Year Group:.....

Date plan started:.....Date plan discontinued:.....

**Effective strategies previously used:**

**Strategies not recommended:**

**Physical techniques used effectively:**

Date	Anticipated risk	Strategy to use	Effectiveness

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**APPENDIX 3**

<p><b><u>School:</u>.....</b></p> <p><b><u>Restraint of Pupils - Incident Report</u></b></p>	
<b><u>Date of Incident:</u></b>	<b><u>Time of Incident:</u></b>
<b><u>Name(s) of Staff Involved:</u></b>	
<b><u>Name(s) of Pupil(s) Involved:</u></b>	
<b><u>Name(s) of Other Staff/Pupil(s) Who Witnessed Incident:</u></b>	
<p><b><u>Brief Description of Incident:</u></b>          (please be objective and factual, outlining how the incident began and progressed, details of pupil's behaviour, what was said by each of the parties, steps taken to defuse/calm the situation, degree of force used, how applied, and for how long.) Please continue on separate sheet, if necessary.</p>	

Reason that Restraint Was Necessary:

Pupil's Response & Outcome of Incident:

Details of Any Injury Suffered by the Pupil, Another Pupil, or Member of Staff, or Any Damage to Property:



**SIGNED:**.....**DATE:**.....