



# Hadley Wood Primary School Positive Handling Policy

<b>Date the policy came into effect</b>	<b>March 2022</b>
<b>Date of next policy review</b>	<b>March 2024</b>
<b>Name of person responsible for this policy</b>	<b>Fran Worby</b>
<b>Issued to</b>	<b>Staff, governors, trainees and volunteers</b>
<b>Date of issue</b>	<b>January 2020</b>

## **POSITIVE HANDLING POLICY**

### **Rationale**

We believe that all behaviour is a form of communication and that positive behaviour management supports pupils to make good choices regarding their actions.

The term 'positive handling' includes a wide range of supportive strategies for managing challenging behaviour. A clear and consistent positive handling policy supports all students, including those with social, emotional and behavioural difficulties, within an ethos of mutual respect, care and safety.

Staff have a duty to intervene in order to prevent students from hurting themselves or others, damaging property, or in order to maintain good order and discipline. Furthermore, the school takes seriously its duty of care to students, employees and visitors to the school.

- 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.

Staff will be trained to look after students in their care and aim to focus on de-escalation techniques wherever possible. The school uses two training providers:

- Team Teach which is a one-day course accredited through ICM (Institute of Conflict Management). Further details of the Team Teach approach can be found on the Team Teach website. The website address is <https://www.teamteach.co.uk/>;
- COSIE Training - Creating Optimally Safer and Inclusive Environments is a two day bespoke course covering: restraint reduction-based principles and trauma-informed, preventative approaches legal and ethical underpinnings of physical intervention and considered physical intervention techniques applicable as a last resort within legal guidelines.

All Teaching Assistants and the Inclusion Manager are Team Teach trained with some members of support staff receiving additional COSIE training. Where a member of staff ever needs to intervene physically they will follow the School's behaviour policy.

### **Equality Act**

We are an inclusive school and seek to promote social inclusion, irrespective of faith, nationality, sexual orientation, gender identity or gender expression in line with British Values.

Paragraph F2 of the Human rights framework for restraint states 'To know whether discrimination is occurring, public bodies should collect and analyse data on their use of restraint, to identify if restraint is being used disproportionately against people with particular protected characteristics under the Equality Act 2010, or who share other identifiable group characteristics, for example, women, ethnic minorities, or people with particular impairments such as learning disabilities.' The Headteacher will regularly review the use of intervention to avoid unintended discrimination.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

- **Aims**

We believe that the establishment of a sound learning environment, both within and outside the classroom, is key to effective learning and teaching.

- Effective learning and teaching is dependent on positive relationships established at school and classroom level through inter-actions between staff and pupils and between pupils themselves.
- Our aim is to maintain the safety of pupils and staff at all times.

### **Use of reasonable force**

The DfE non-statutory guidance document 'Use of reasonable force' (dated July 2013- reviewed 2015) provides advice for headteachers, staff and governing bodies:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

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

DfE guidance on the use of reasonable force in schools (2013) also states that in addition to the general power to use reasonable force, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for "prohibited items". Force cannot be used to search for items banned under the school rules.

DfE guidance and the Act make it clear that school staff have a legal power to use reasonable force. However, wherever possible, only staff trained in the pre-emptive and responsive positive handling strategy techniques of Team Teach/COSIE will use physical intervention techniques with children, and only when necessary.

**Although any member of staff may be required to physically intervene with a student who is endangering themselves or others, damaging property or to maintain good order and discipline, we would expect accredited staff to take over as soon as possible. (See Appendix 1 for current list.)**

In March 2019 the Equality and Human Rights Commission published the guidance document, 'Human rights framework for restraint'. This guidance sets out key principles of articles 3, 8 and 14 of the European Convention on Human Rights (ECHR), incorporated into domestic law by the Human Rights Act 1998, which govern the use of restraint across all settings: <https://www.equalityhumanrights.com/en/publication-download/human-rightsframework-restraint>

### **Before using physical interventions**

We take effective action to de-escalate and reduce risk by:

- Staff recognise the need to create a calm environment that minimises the risk of incidents that might require the use of force arising.
- Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.
- Keep calm, if your anxiety is raised the pupil's dysregulation could escalate
- Giving clear directions for students to stop.
- Reminding the student about rules and likely outcomes.
- Removing an audience or taking vulnerable students 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 students to somewhere less pressured.

- Ensuring that colleagues know what is happening and call for help.
- As a Values school we have a comprehensive approach to PSHE, which encourages pupils to manage conflict and strong feelings.

**Whilst or before intervention, staff should speak calmly as a way of reassurance e.g. "I am doing this to keep you safe."**

### **Use of Intervention**

The term 'physical intervention' is used when force is used to overcome active resistance.

Physical intervention should only be used when there is no realistic alternative and for the shortest amount of time possible. A dynamic risk assessment or use the written risk assessment. Staff to 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 challenging behaviour should be **reasonable, proportionate and necessary**.

Physical intervention must only be in accordance with the following:

- The member of staff should have good grounds for believing the child is in immediate danger of harming themselves or another person, in danger of seriously damaging property or not maintaining good order or discipline.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure a minimum of two Team Teach/COSIE trained members of staff present before applying the intervention. Other staff can act as assistants or witnesses.
- Once safe, the intervention should be relaxed to allow the child to regain self-control.
- Intervention should be an act of care and control, NOT punishment.
- Physical intervention should not be used purely to force compliance with staff instructions when there is no immediate danger to people and property.
- After the event, the intervention should be discussed with the child, if appropriate, and the parents at the earliest opportunity

The definition of reasonable, proportionate and safe practice can change and evolve and that this will be kept under review.

### **Dynamic Risk Assessment - Responding to unforeseen emergencies**

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

An unforeseen event may require an emergency response with a dynamic risk assessment. After that event, staff have a duty to plan ahead and prepare a risk assessment detailed in their individual student plan which could be the Pupil Risk Assessment or Pupil Passport.

### **Positive Handling Risk Assessment (including risk assessment process)**

Risk assessments are required for students who exhibit challenging behaviour. Responsible staff should think ahead to anticipate what might go wrong. Parents will be involved with the writing of the risk assessment where necessary.

When considering a student's behaviour, staff and parents will think about the following:

- Can we anticipate a Health and Safety risk related to this student's behaviour?
- Have we got all the information we need to conduct the risk assessment?
- Have we provided a written plan?

- What further steps can we take to prevent dangerous behaviour from reoccurring?

Staff may also need to make an individual risk assessment where it is known that force is more likely to be necessary to restrain a particular student, such as a student who is considered to be at greatest risk of needing positive handling interventions due to their special educational need (SEN) or disability. Plans should be compatible with a student's EHCP and properly documented in the school records.

An individual risk assessment is essential for students whose SEND are associated with:

- Communication impairments that make them less responsive to verbal communication
- Physical disabilities and/or sensory impairments
- Conditions that make them fragile, such as haemophilia, brittle bone syndrome or epilepsy
- Dependence on equipment such as wheelchairs, breathing or feeding tubes.

Risk management is regarded as an integral part of behaviour management planning. All students who have been identified as presenting a risk, should have an individual risk assessment or pupil passport. The plan details strategies which have been found to be effective for that individual, along with any particular responses which are to be avoided. 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 have caused problems in the past. Individual pupil risk assessments or pupil passports should be considered along with the child's EHCP or any other planning document relevant to the student such as an Individual Health Care Plan or Pupil Passport. The Student Education plan or Pupil passport should take account of the age, sex, level of physical, emotional and intellectual development, special needs and social context.

### **Post Incident Debrief**

After any incident a full debrief should take place so that learning can inform practice.

Following an incident, it is the policy of the school to offer support to all involved. This is an opportunity for learning, and time needs to be given for following up incidents so that students and staff have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate another person's perspective.

It is difficult to devise a framework of support that meets the needs of all. 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 in any incidents involving any intervention. If the staff or students need time to rest or compose themselves, then the Headteacher, Deputy Headteacher or Inclusion Manager will make arrangements for this to happen.

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the current risk assessment. Any further action in relation to a member of staff or student will follow the appropriate procedures.

### **Record Keeping**

Good practice requires that:

- All incidents where friendly guides and escorts are used are to be recorded on ScholarPack (the School's MIS system) and monitored closely by SLT and Safeguarding Team.
- Within these recording strategies, all details must be recorded within 24 hours of the incident and completed by the teacher involved. Parents will receive a full account of incident from the staff members involved. All staff involved in an incident should contribute to the record which should be completed before the colleague leaves site that day or, in the event that is not physically possible, at the latest within 24 hours of the event occurring.

- All records will be kept for 25 years from the Date of Birth of the student with their student record.
- Any injury/harm to staff or children involved in an incident must be reported on Safeguard – the School’s online safeguarding software.

**To log an incident:**

- Log on to the pupil’s file on ScholarPack.
- Use the Conduct tab and click on ‘Add’.
- Using the drop down bar select ‘use of restraint required’
- Record details of the incident and click on save.

**Complaints and allegations**

Complaints and allegations of misconduct will be addressed according to the school Complaints Policy.

This policy document should be read in conjunction with the policy documents for:

Equalities

SEND Information Report

Child Protection Policy and Procedures

Health and Safe

## **Appendix 1: Trained Staff**

Team Teach: Positive Behaviour Management Training One Day Course: 18<sup>th</sup> November 2020

Teresa Aboin  
Paula Bertram  
Maria Bragoli  
Fabienne Burns  
Sally Edwards  
Liz Egan  
Teresa Lenzi  
Niki Michaelides

COSIE: Creating Optimally Safer & Inclusive Environments: 2<sup>nd</sup> & 3<sup>rd</sup> December 2021

Maria Bragoli  
Teresa Lenzi

E-TIPs: Enfield - Trauma Informed Practice Two Day Training: 6<sup>th</sup> & 7<sup>th</sup> September 2021

Paula Bertram  
Sarah Davies

E-TIPs Training: Whole school training: 4<sup>th</sup> January and five twilight sessions during spring 2022