

Positive Handling Policy

October 2018



Saint Augustine Webster
Catholic Voluntary Academy



Mission Statement

The school will aim to:

- develop an awareness of God's love and presence in individual lives and to elicit a response to that;
- help pupils to develop a reasoned set of attitudes, values and beliefs allowing the individual to make sound and moral judgements in the light of personal commitment to the Lord, Jesus Christ;
- make prayer, worship and liturgy valued experiences;
- develop real links with home and parish;
- create caring relationships with all those children and adults who are involved in the school.

Positive Handling Policy

1.0 Introduction

- 1.1 This policy is based upon DfE Circular 10/98.
- 1.2 St Augustine Webster Catholic Voluntary Academy recognises that there is a need, reflected in common law, to intervene when there is an obvious risk to safety to its pupils, staff and property.
- 1.3 St Augustine Webster Catholic Voluntary Academy 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 DfE advice. 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 academy behaviour policy and approach to behaviour management.
- 1.5 The Education Act 1996 (Section 551A) states that it is lawful for teachers and other authorized 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 academy. 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 .

2.0 Our approach to best practice

- 2.0 The best practice regarding positive handling outlined below should be considered alongside other relevant policies in the academy, specifically those policies in the academy, specifically those policies involving behaviour, bullying, child protection and health and safety.
- 2.1 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 used to manage behaviour positively to prevent a deterioration of the situation
- 2.2 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.
- 2.3 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.
- 2.4 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.

3.0 Practice regarding specific incidents:

- 3.0 All policies and practice regarding the supervision of pupils during the academy day will be appropriate to the identified needs and behaviours of the pupils, this combined with the whole academy approach to behaviour should minimize 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
- 3.1 Staff intervening with children will seek assistance from other members of staff as early as possible, since single-handed intervention increases the risk of injury to both parties and does not provide a witness.
- 3.2 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.
- 3.3 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.
- 3.4 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
- 3.5 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 (eg two members of staff should be present or a door left open so that others are aware of the situation.
- 3.6 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, she/he will be released.
- 3.7 The force used will be commensurate with the risk prevented.
- 3.8 All staff are aware that we operate a back-up system to enable staff to call for help in emergencies (eg a member of staff will contact the Learning Mentor, by sending a pupil).

4.0 Positive Handling

4.0 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 academy or room (this **only** applies if pupil could be at risk if not kept in academy or a room)
- A pupil persistently refusing the leave a classroom
- A pupil behaving such that the lesson is being seriously disrupted

4.1 The following approaches are regarded as reasonable in appropriate circumstances:

- 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
- Physically interposing between pupils
- Blocking a pupil's path
- 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
- Escorting a pupil by the hand or arm.

Recording an incident (Serious incident report sheet)

- 4.2 All incidents that result in non-routine interventions will be recorded in detail on CPOMS and in the Team Teach Record Book.
- 4.3 Contemporaneous record (ie written within twenty four hours of the incident's occurrence) will be made by the staff member involved in the incident.
- 4.4 Similarly, contemporaneous notes will also be made by any other members of Staff involved (ie as witnesses or additional providers of support) and recorded on CPOMS.
- 4.5 The record will contain the following information:
- The name(s) and the job title(s) of the member(s) 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 pupil's 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
- 4.6 Pupil witnesses may also be asked to provide a written account if appropriate
- 4.7 Copy of this entry will be kept on the pupil's file and retained in line with LA Guidance on keeping educational records
- 4.8 The school will report any injuries to pupils or staff in accordance with Academy procedure for reporting injuries.
- 4.9 Pupils who are identified as likely to require positive handling as part of their Behaviour management will require an Individual Behaviour Management Plan alongside their Individual Education 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.

Debriefing Arrangements

- 4.10 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.
- 4.11 The pupil will be given time to become calm while staff continue to supervise him/her. 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 the 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.
- 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
- 4.12 All members of staff involved will be allowed a period of debrief and recover from the incident. This may involve access to external support. A senior member of staff (or her/his nominee) will provide support to the member(s) of staff involved.
- 4.13 The Headteacher will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Headteacher (or her nominee) will initiate the recording process if not already underway and review each incident to ensure that any necessary lessons are learned.

5.0 Training Needs of Staff

- 5.0 In cases where it is known that a pupil will require positive handling on occasions, the school will ensure that appropriate training is provided. Staff involved will identify their training needs in this area.
- 5.1 Where the academy anticipates that positive handling may be required on occasions, North Lincs Behaviour Support Service provide training in the use of the TEAM TEACH approach and techniques.
- 5.2 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.

6.0 Authorisation of staff to use positive handling

- 6.0 We recognise that positive handling will be seldom used and it is a last resort to maintaining a safe environment
- 6.1 All teaching staff are, by the nature of their roles, authorised to use positive handling as appropriate. Designated staff will have Team Teach training. Support staff will require specific authorisation, either temporarily or permanently. The Headteacher or someone deputising for her when she is absent can only give this authorisation.
- 6.2 Best practice will be monitored. Frequent sessions to practice the use of techniques, as well as to disseminate any revised information will be included as part of the academy's normal schedule or CPD.
- 6.3 These meetings will be open to all staff, including non-teaching staff, who have been authorised to use positive handling techniques.

6.4 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 DfE Circular 10/95 – Protecting Children from Abuse.

7.0 **Arrangements for Informing Parents**

10.1 Parents will be informed of the school's policy regarding positive handling in the following ways:

- All relevant parents/carers will be sent a letter outlining its introduction with information about obtaining a copy of the policy for their own information.
- A section about the school's legal obligations to maintain a safe environment and the possible use of positive handling (as a very last resort) with pupils will be included in the school website.
- Staff who work with particular children who have learning or physical disabilities (and who have Individual Education Plans, Individual Behaviour 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 interventions will be routinely recorded.
- All parents will be informed after a non-planned incident where positive handling is used with a child.

This policy will be reviewed annually.

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