



Positive Handling Policy 2022 - 24

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The policy has been developed in response to Circular 10/98 "The Use of Force to Control or Restrain Pupils", issued following the enactment of Section 550A of the 1996 Education Act. It also takes cognisance of recent DfE and DOH letters of guidance.

The policy should be read and implemented in conjunction with the school Behaviour Management policy.

Rationale

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. At Sir Charles Parsons we acknowledge that physical techniques are only part of a whole school approach to behaviour management.

Aims

To support the rights of everyone in the school:

- to be treated with respect and dignity
- to learn and work in a safe environment
- to be protected from harm, violence, assault and acts of verbal abuse
- to enable physiological co-regulation to be offered to students unable to regulated on their own.

To provide guidance in line with Education Act 1996 (Section 550A) which states that positive handling may be required in the following situations:

- 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

Implementation

1. Implications of the policy.

The 1996 Education Act (Section 550 A) stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within the school (this includes authorised out-of-school activities).
- self-injuring
- causing injury to others
- committing an offence

Individual members of staff cannot be required to use physical restraint. However, teaching and non-teaching staff work in 'loco parentis' and should always operate with an appropriate 'Duty of Care', they could be liable for a claim of negligence if they fail to follow the guidance within this policy.

The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

We understand that in some cases students who are unable to regulated effectively by themselves may find containment in physiological co-regulation with a trusted adult, this might include the application of deep pressure such as a shoulder squeeze, hug, reciprocal pushing or a the use of calming and soothing movements such as stroking of the back or head.

2. Definitions of Positive Handling.

Positive handling is sometimes referred to as 'positive touch'. No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in Sir Charles Parsons:

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause. (para. 3.4 page 10 DfES Guidance ref: LEA/0242/2002 – contact DfES SEN Schools Team).

1 Physical Contact

Situations in which proper physical contact occurs between staff and pupils, eg: in the care of pupils with learning disabilities; in games/PE; to comfort/emotional containment for students feeling overwhelmed.

2 Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force. This may be referred to as 'guiding' (escorting or minimal contact), 'controlling' (one or two people holding but allowing movement of the individual) or 'restricting' (one or two people holding allowing no movement of the individual)

3 Positive Physical Intervention or Restrictive Physical Intervention (RPI)

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort. All such incidents must be recorded and stored in an accessible way. RPI is used only when all other options, including de-escalation strategies, have been exhausted.

It must be noted that sometimes, the triggers which may result in the need for RPI, may not be seen by staff and guiding or restrictive intervention is immediately necessary.

3. Authorised staff

In Sir Charles Parsons it is the Headteacher's responsibility to authorise named staff to lead reasonable positive physical interventions with pupils when required, within the context of Circular 10/98.

The school must provide training for all staff who are authorised by the Headteacher to lead physical interventions and retains a list of all those staff trained and authorised. The list is reviewed on an annual basis (or more frequently if the context requires it).

Authorisation is not given to volunteers, students or parents.

The Headteacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Headteacher will ensure that those authorised are aware of, and understand, what the authorisation entails. Those whom the Headteacher has not authorised will be told what steps to take in the case of an incident where positive physical intervention with a pupil is required. Physical intervention training will be provided by accredited trainers.

4. Training

It will be the responsibility of the Headteacher to arrange suitable training. Training for all staff will be made available. No member of staff will be expected to undertake the use of positive physical intervention without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Sir Charles Parsons School acknowledges that physical techniques are only a part of a whole setting approach to behaviour management.

All training will include theory on at least the following:

- De-escalation
- Causes of challenging behaviour
- Prevention strategies
- Positive behaviour management
- Risk Assessment
- Behaviour Support Planning
- De-brief following incidents

Physical techniques are not treated in isolation and the school is committed to ensuring that as a result of incidents learning opportunities are created for students that allow them to 'own' and take responsibility for their behaviour.

In addition, procedures are also in place to ensure that appropriate support is provided for staff and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

All the techniques used take account of a young person's:

- age,
- gender,
- level of physical, emotional and intellectual development,
- special needs,
- social context.

Also, they provide a gradual, graded system of responses.

Where appropriate, student support plans and behaviour management risk assessments are written for individual students. These are in addition to individual education plans.

As endorsed in the school's Behaviour Policy, staff consistently use positive strategies to encourage acceptable behaviour and good order.

Staff will also have a shared understanding of behaviour as a communicator of an unmet need, the result of an anxiety or feeling of lack of safety, or the presentation of a previously learnt response. As a staff team we will endeavour to consider this in our response and strategies we use to support all of the parties involved in any dysregulated or anti-social behaviour within school.

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment.

5. Recording and Monitoring

Where positive handling strategies and/or physical control has been used a record of the incident **must** be kept.

A Behaviour Intervention Form must be completed by the staff involved (a copy is attached at the end of this document). If staff or students were injured or serious damage to property occurred then this should be recorded in the Incident Book in the office.

Alongside the regular review of any students' support plan, the information to be recorded on the Behaviour Intervention Form is reviewed. All previous versions of Behaviour Intervention Forms are kept.

Whenever a member of staff has occasion to use positive physical interventions, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that

staff are following the correct procedures and will alert the Headteacher to the needs of any student(s) whose behaviour may require the use of a Student Support Plan and further positive handling strategies.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual student and school needs.

Feedback to parents

Some students may regularly need guiding or controlling in order to help them regulate or to avoid a more serious crisis developing. When guiding and controlling are a regular element of a student's support plan, it may not be necessary to inform parents.

If an intervention involves RPI, parents should be informed of this. This may be done as part of a regular arrangement of contact with parents, such as at the beginning or end of each week.

6. Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the School's Complaints Policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

Policy on Care and Control of Pupils

Model statement for parents on the use of reasonable force for inclusion in school prospectus

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others or, if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances, staff will follow the school's policy for dealing with such situations. Any parent wishing to view this policy may do so on request.

Student		Staff	
Date		Time	
Lesson/activity		Location	

Reason for intervention

Student disrupting learning within classroom	
Student not in classroom	
Aggressive or threatening behaviour towards other students	
Aggressive or threatening behaviour towards staff	
Causing damage to property	
Potential danger to self	
Other (please specify)	
Were there any visible antecedents? (if yes, give details)	

Was physical intervention required?			
If yes, what type of intervention occurred?			
Guiding (escort or minimal contact)		Controlling (1 or 2 person hold with movement)	Restrictive (reasonable force to stop movement)
If no physical intervention was required, what was successful the strategy used?			
			Duration of intervention:
Does this student have a support plan?			
Did this follow procedures in student's support plan?			
If not please give further information (Were procedures in school's Positive Handling Policy followed?)			
Who was the lead member of staff during the intervention?			

Did the student need attention from a member of staff with a first aid qualification?	
Did the student receive attention from a member of staff with a first aid qualification?	
Did <i>another student</i> need attention from a member of staff with a first aid qualification?	
Did <i>another student</i> receive attention from a member of staff with a first aid qualification?	

TURN OVER

Did any staff need attention from a member of staff with a first aid qualification?	
Did any staff receive attention from a member of staff with a first aid qualification?	

Outcome of intervention

Student talked through issues with staff and returned to lesson	
Student talked through issues with intervention team and stayed with intervention team	
Student unable to talk through issues at time but stayed with intervention team	
Other (please specify)	

Follow up to intervention

None required	
Student supported to resolve issues (Student 'made it better')	
Information passed on to pastoral staff	
Information passed on to leadership group.	
Other (please specify)	
Did a de-brief with staff take place?	

Have parents been informed?		Who informed parents? Time and date	
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Form completed by:	Date:
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Additional staff involved:	Date:
Additional staff involved:	Date:
Additional staff involved:	Date: