



## 1.0 Terms of Reference

- 1.1 This Policy has been written for all staff at Northern House School (City of Wolverhampton); pupils, parents and carers. All staff should have a working knowledge of this policy. Whilst students will not be familiar with the details of this written policy document they will understand that their Co-produced Individual Behaviour Support Plans are based on the policy where there is an agreed need for RPI.
- 1.2 Copies of this Policy may be obtained from;
  - 1.2.1 Available electronically on the School Website.
  - 1.2.2 Reference copy in the main School Office
  - 1.2.3 Shared Area – Electronically
- 1.3 This Policy Links with the following policies;
  - 1.3.1 Promoting Positive Behaviour Policy
  - 1.3.2 Safeguarding Policy
  - 1.3.3 Health & Safety Policy
  - 1.3.4 Staff Code of Conduct
  - 1.3.5 Conduct for Learning Policy
- 1.4 Edition, review and frequency;
  - 1.4.1 Edition 1 released January 2016
  - 1.4.2 The Objectives will be reviewed annually
- 1.5 Relevant Statutory guidance, circulars, legislation and other sources of information are:
  - 1.5.1 The Education Act 1996
  - 1.5.2 National Guidance (DFES/DOH 2002)
  - 1.5.3 BILD Code of Practice 2014
  - 1.5.4 LA Policy Statements
- 1.6 The lead member of staff
  - 1.6.1 Tina Whitehouse, Assistant Head teacher (01902 551564)
- 1.7 This Policy has been written for all staff, parents, carers students and governors at Northern House School (City of Wolverhampton).
- 1.8 The Rationale and purpose of this policy
  - 1.8.1 Staff at this school are trained to look after the pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically they will follow the Positive Handling Policy. Any parents wishing to view this policy may do so on request.
- 1.9 The policy is broken down in to the following sections:
  - 1.9.1 Introduction
  - 1.9.2 Reasonable Force
  - 1.9.3 Reasonable Proportionate & Justifiable
  - 1.9.4 Roles and Responsibilities
  - 1.9.5 Aim of this policy

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- 1.9.6 The objectives to meet the above aims
- 1.9.7 Procedures and practices
- 1.9.8 Preventative approach
- 1.9.9 Student participation
- 1.9.10 Alternative to physical control
- 1.9.11 Modifications to environment
- 1.9.12 Help protocols
- 1.9.13 Well-chosen words
- 1.9.14 The last resort principle
- 1.9.15 Prevention
- 1.9.16 Useful Questions
- 1.9.17 Unreasonable use of force
- 1.9.18 Personal searches
- 1.9.19 Health and safety
- 1.9.20 Assessing risks
- 1.9.21 Getting help
- 1.9.22 Positive handling plans
- 1.9.23 Responding to unforeseen circumstances
- 1.9.24 Post incident support structure for staff and pupils
- 1.9.25 Positive outcome
- 1.9.26 Complaints
- 1.9.27 Follow up
- 1.9.28 Persons with particular responsibility
- 1.9.29 Other participants and stakeholders
- 1.9.30 Monitoring and evaluation

## 2.0 Introduction

2.1 The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a pupil for their own safety/safety of peers or adults, or the protection of property. The term 'physical restraint' is referred to when force is used to overcome active resistance. These are referred to as 'Restrictive Physical Interventions' in national Guidance (DfES/DOH 2002). 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.

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## 3.0 Reasonable Force

3.1 Pupils who present with challenging behavioural difficulties sometimes present a risk to themselves and others. Section 550A of the Education Act 1996 describes the circumstances in which teachers and others authorised by the Head Teacher may use reasonable force to control or restrain pupils. Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline.

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## 4.0 Reasonable Proportionate & Justifiable

- 4.1 This policy details how we implement the guidance in this school. It should be considered alongside recent local and national guidance. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and justifiable to any risk that is presented.

## 5.0 Roles & Responsibilities

- 5.1 It is the role and responsibility of all staff to demonstrate a duty of care and keep all pupils safe. When supporting pupils to manage their own behaviour, sometimes physical intervention is necessary; it is the responsibility of the member of staff to conduct a risk assessment of the situation, whilst all the time thinking about the safety of the pupils and should physical intervention be judged necessary, this should be reasonable, proportionate and justifiable to the risk that is presented, all staff should follow the agreed methodology for physical intervention which is Price.

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## 6.0 The Aim of this policy

- 6.1 To help ensure that staff are equipped to respond appropriately when students are in danger of hurting themselves, others or damaging school property or are seriously disrupting the good order of the School.

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## 7.0 The Objectives to meet the above aims

- 7.1 The Leadership Team takes seriously its duty of care towards pupils, employees and visitors to the school. Staff protection is an important part of child protection; both depend on confident and competent staff who feel supported by the Leadership Team. This policy has a clear focus;
- 7.2 The first and paramount objective is the welfare, safety and protection of the children in our care.
- 7.3 The second is the welfare, safety and protection of the adults who look after them.



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## 8.0 Procedures and practices

- 8.1 All physical interventions at this school are conducted within a framework of positive behaviour management. The school behaviour policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour
- 8.2 Our first approach is always de-escalation

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## 9.0 Preventative Approach

- 9.1 Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence negative behaviour and taking steps to divert behaviours leading towards foreseeable risk.

## 10.0 Student Participation

- 10.1 Pupils are encouraged to participate in the development of their own Positive Handling Plans by focusing on positive alternatives and choices. Parents are also encouraged to contribute. Pupils, parents/carers and appropriate stakeholders will contribute to the development of a Positive handling plan. However, if problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if and when, they occur.
- 10.2 The training that all staff receive in order to positively support the students in managing their own behaviour is Price (Protecting Rights in a Caring Environment).
- 10.3 Further information can be found at [www.pricetraining.co.uk](http://www.pricetraining.co.uk)

## 11.0 Alternative to physical controls

11.1 A member of staff that chooses not to make a physical intervention can still take effective action to reduce risk. They can:

11.1.1 Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason. Appropriate and jointly identified de-escalation approaches identified within every pupil's IBSP (negotiation and reason are reliant on emotional literacy and thinking brain – they cannot be guaranteed)

11.1.2 Give clear directions for pupils to stop

11.1.3 Remind them about expectations, their choices and likely outcomes

11.1.4 Remove an audience or take vulnerable pupils to a safer place.

11.1.5 Make the environment safer by moving furniture and removing objects which could be used as weapons.

11.1.6 Use positive touch to guide or escort pupils to somewhere less pressured.

11.1.7 Ensure that colleagues know what is happening and get help.

## 12.0 Modifications to environment

12.1 Staff will not be waiting until a crisis is underway before conducting a risk assessment of the environment. We know that some pupils at this school may exhibit extreme and possibly dangerous behaviour. It is a good rule to keep the environment clutter free. This may mean giving consideration to secure storage for a range of everyday objects when they are not being used. For example:

- 12.1.1 Should be stores in a locked cabinet or cupboard, counted in and out (including pens, pencils, compasses, scissors and darts) controlled?
- 12.1.2 Be aware what small items are available to an angry pupil who may be tempted to use them as missiles?
- 12.1.3 Be aware what objects are available to be used as blunt instruments?
- 12.1.4 What needs locking away?
- 12.1.5 Where are the sharp edges or corners which present a risk?
- 12.1.6 Are the design arrangements or furniture safe and appropriate for pupils who exhibit extreme behaviour?
- 12.1.7 Is there a comfortable place to sit with an agitated pupil, in or near the classroom?
- 12.1.8 Are protocols in place to encourage angry pupils to take themselves to a safer place?

## 13.0 Help Protocols

- 13.1 The expectation at this school is that all staff should support one another. This means that staff always offer help and always accept it.
- 13.2 Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies.
- 13.3 Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. They need to agree scripts so that all parties understand what sort of assistance is required and what is available; this is reinforced throughout Price training.

## 14.0 Well Chosen Words

- 14.1 A well-chosen word can sometimes avert an escalating crisis. When pupils are becoming angry there is no point in getting into an argument. Telling people to calm down can actually wind them up.
- 14.2 Pointing out what they have done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.
- 14.3 Again this is reinforced within PE training and referred to as not engaging with a 'War Mentality' but to be understanding and communicating only to deescalate any situation.

## 15.0 The last resort principle

- 15.1 It is for the staff to make a dynamic risk assessment at the time of an incident, depending on the risk presented and time available will indicate whether physical intervention needs to take place. At this school we only use physical intervention when there is no realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point.
- 15.2 Staff make a dynamic risk assessment of the situation.
- 15.3 “If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen sometime in the predictable future. “Para 10 Page 4 Department of Health – 1997 – “The Control of Children in the Public Care: Interpretation of the Children Act 1989” – London: H M S O
- 15.4 It does mean that staff conduct a risk assessment when considering the safest alternative. It also means that we expect staff to experiment and think creatively about any alternatives to physical intervention which may be effective.



## 16.0 Reasonable proportionate and justifiable

- 16.1 Any response to extreme behaviour should be reasonable, proportionate and justifiable. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable, proportionate and justifiable they will be supported.
- 16.2 When physical controls are considered staff should think about the answers to the following questions:
  - 16.2.1 How is this in the best interest of the pupil?
  - 16.2.2 Why is a less intrusive intervention not preferable?
  - 16.2.3 Why do we have to act now?
  - 16.2.4 Why am I the best person to be doing this?
  - 16.2.5 Why is this absolutely necessary?
  - 16.2.6 If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable, proportionate and justifiable.

## 17.0 Unreasonable use of force

17.1 It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs). Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a pupil secluded. Seclusion is only lawful by specific court order and cannot become part of a planned strategy at this school.

## 18.0 Personal searches

- 18.1 The school follows Government guidelines set out in Department of Education's Searching, Screening & Confiscation documents, these can be found through the following hyperlink <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- 18.2 It is the policy of the school to use Price methodology, which means that all staff working closely with pupils are trained in the pre-emptive and responsive positive handling strategies and techniques of PRICE, to complement the behaviour management approaches and strategies reflected in the School's Promoting Positive Behaviour Policy. Further details of the PRICE approach can be found on the school website

## 19.0 Health and Safety

- 19.1 If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported to the person responsible for Health and Safety in the school. We all have shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes things go wrong even when we make our best efforts to do the right thing. Sometimes we are faced with unpalatable choices. In these circumstances we have to try and think through the outcomes of the options available, balance the risks and choose whatever course of action which seems to involve the least risk.
- 19.2 As a minimum requirement, in order to comply with health and safety legislation, each employee has a responsibility to ensure that they are conversant with school and policy guidance and to cooperate to make the school safer. It is also a requirement that they participate in training if they are directed to do so. This does not necessarily mean that all staff can be involved in all the physical activities. The non-physical aspects of positive handling training are crucially important too.
- 19.3 When considering a pupil's behaviour staff should think about the following questions:
- 19.3.1 Can we anticipate a Health and Safety risk related to this student's behaviour?
  - 19.3.2 Have we got all the information we need to conduct a risk assessment?
  - 19.3.3 Have we provided a written plan as a result?
  - 19.3.4 What further steps can we take to prevent dangerous behaviour from developing?
  - 19.3.5 All these points will be addressed within the pupils' Individual Behaviour Support Plan (IBSP).
  - 19.3.6 Again, is this part of de-escalation techniques?

## 20.0 Risk Assessments

- 20.1 Informal risk assessments should be a routine part of life for staff working with pupils who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else.
- 20.2 Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the pupils concerned. Confidence and competence are often related to the level of staff training. Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt. In this situation the correct decision is to hold back from physical controls, and secure further support from staff.

## 21.0 Getting Help

21.1 At this school the following support structures are in place:

- 21.1.1 Daily briefing sessions in the morning to update staff on current issues and share information.
- 21.1.2 Use of help protocols and language to remind all staff of availability of colleagues to offer help including change-overs of staff during a crisis situation with a pupil.
- 21.1.3 Debrief sessions after a crisis with the pupil(s) involved, reflecting on how crisis was managed by all involved and identifying any points for review or learning.
- 21.1.4 Refresher meetings in the PRICE strategies and techniques for all staff, and continuous review by the Leadership Team to inform these.
- 21.1.5 Staff access to Support Line counselling service
- 21.1.6 Two on site Price Instructors.

## 22.0 Positive handling plans

- 22.1 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. If particular physical techniques have been found to be effective they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Positive Handling Plans should be considered alongside the EHC Plan/Statement and any other planning documents which relate to the pupil.
- 22.2 They should take account of age, sex, level of physical, emotional and intellectual development, special need and social context. Positive Handling Plans should be co-produced with pupil, parent/carer and multi-professional collaboration, and is included in the IBSP.

## 23.0 Responding to unforeseen emergencies

- 23.1 Even the best planning systems cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principals are that any physical intervention should be:
- 23.1.1 in the best interest of the child
  - 23.1.2 reasonable, proportionate and justifiable
  - 23.1.3 intended to reduce risk
  - 23.1.4 The least intrusive and restrictive of those options available which are likely to be effective.
- 23.2 Whenever a physical intervention has to be made there should be a verbal warning. Where possible, staff should always attempt to use diversion or de-escalation in preference to physical interventions. They should only use the techniques and methods approved for use in this school. If staff act in good faith and their actions are reasonable proportionate and justifiable and fall within the school policy they will be supported.



## **24.0 The post incident support structure for pupils and staff**

- 24.1 Following a serious incident, it is the policy of this school to offer support for all involved. People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down.
- 24.2 Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid.
- 24.3 All injuries should be reported and recorded using the school's systems. Pupils will be given the chance to see a first aider and parents will be notified.
- 24.4 It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. There is always a risk where physical intervention is concerned. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair relationships.

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## 25.0 Positive outcomes

- 25.1 When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned.
- 25.2 Time needs to be given to following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective.
- 25.3 When time and effort are put into a post incident support structure (referred to in price as Life Space Intervention) the outcome of a serious incident can be learning, growth and strengthened relationships.
- 25.4 All incidents of restraint must be communicated to parents, carers and where appropriate social worker.



## 26.0 Complaints

- 26.1 It is not uncommon for pupils to make allegations of inappropriate or excessive use of force following an incident. The school has a formal Complaints Procedure.
- 26.2 Pupils should be reminded of the procedure and encouraged to use the appropriate channels. The complaints policy applies equally to staff. We are an open school and promote transparent policy and practice in order to protect the interests of staff and pupils alike.
- 26.3 Any staff concerns regarding the welfare of children should be taken to the designated person for Safeguarding. Any safety concerns should be reported to the designated person for Health and Safety
- 26.4 Teachers and anyone authorised by the Head Teacher who are expected to use planned physical techniques should be trained. This school has adopted the PRICE model of training. All training courses have been fully accredited by the British Institute of Learning Disabilities (BILD) in accordance with DfES and Department of Health guidance. Positive handling training is always provided by qualified instructors with rigorous guidelines. The school has two trained instructors who are required to keep their training license up to date in accordance with the criteria defined in the PRICE quality assurance programme.
- 26.5 The level of training recommended is related to the level of risk faced by the member of staff. Our preferred approach is for whole staff team training. Office staff may not require the same level of training in physical techniques as those working directly with the most challenging pupils, however all staff benefit from the whole school training. The level of training required is kept under review and may change in response to the needs of our pupils. Once trained, staff should practice regularly under the guidance of our in-house instructors and take any problems or concerns to them.
- 26.6 Supply staff are instructed not to get involved in physical intervention unless an extreme situation poses a high risk to health and safety at work.
- 26.7 Whenever reasonable force is used the incident must be recorded using the approved forms (see appendix 1). The Restraint log is kept in the Inclusion Managers office. All staff involved in an incident should contribute to the record which should be completed within 24 hours. The details recorded on the forms are then typed into the school software for recording incidents and kept confidentially on electronic files. Records of restraint are recorded in a bound book.
- 26.8 From January 2016, records will be kept on SLETH, staff should:
- 26.8.1 Read through the school recording form carefully
  - 26.8.2 Take time to think about what actually happened and try to explain it clearly
  - 26.8.3 Complete all names in full
  - 26.8.4 Sign and date all forms
  - 26.8.5 Bear in mind these records will be retained and cannot be altered. They will be kept for many years and could form part of an

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investigation at some time in the future thus becoming a legal document

- 26.9 Serious incident reports should not be completed until the individuals concerned have recovered from the immediate effects of the incident. They should not be rushed.
- 26.10 A verbal report should be made to SLG of serious incidents

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## 27.0 Follow Up

- 27.1 The Head Teacher will ensure that each incident is reviewed and instigate further action as required. The school incident log is open to external monitoring and evaluation.
- 27.2 Following an incident, consideration may be given to conducting a further risk assessment, reviewing the positive handling plan, behaviour management policy or this policy. Any further action in relation to a member of staff, or an individual pupil, will follow the appropriate procedures.

## 28.0 Other participants & stakeholders

- 28.1 **Price**