

## Hornsea Burton Primary School

### Positive Handling Policy (or Team Teach Approach)

#### Staff Training Log

Staff name	Role	Date	Training done
Mrs C Shiels	Head teacher	23/01/17	1 day Team Teach
Mrs S Inns	School Business Manager	23/01/17	1 day Team Teach
Mrs S Daley	Supply N Nurse	23/01/17	1 day Team Teach
Mrs L Hansell	Assistant Head and Y5/6 Classteacher	16/12/16	1 day Team Teach
Mrs H Fallon	Supply FS/Y1 Class teacher	16/12/16	1 day Team Teach
Mrs M Marsh	School Admin Officer	16/12/16	1 day Team Teach
Mrs D Calvert	TA and also Senior Lunchtime Supervisor	16/12/16	1 day Team Teach
Mrs M Leaman	TA and also Lunchtime Supervisor	16/12/16	1 day Team Teach
Mrs A Burton	TA and also Lunchtime Supervisor	16/12/16	1 day Team Teach
Mrs M Wardill	TA and also catering assistant	16/12/16	1 day Team Teach
Mrs T Toth	TA and also Lunchtime Supervisor	16/12/16	1 day Team Teach
Mr P Naylor	Caretaker	16/12/16	1 day Team Teach
Mr T Jones	TA	16/12/16	1 day Team Teach

#### Aims of the policy

The main aim of Positive Handling is to establish a school community with means of supporting children whose behaviour requires some form of physical intervention (in conjunction with the school's Managing Behaviour policy).

Hornsea Burton Primary School acknowledges that physical techniques are only a very small part of a whole school approach to behaviour management.

#### Introduction

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in *loco parentis* and should, therefore, take reasonable action to ensure pupils' safety and well being.

Failure to physically restrain a pupil who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

### **Every effort will be made to ensure that all staff in this school**

- i. clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures and that any use of force must be **reasonable, proportionate and necessary. It is always unlawful to use force as a punishment.**
- ii. are provided with appropriate training to deal with these difficult situations.

Teaching and non-teaching staff 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.

Staff will make reasonable adjustments for disabled children and children with Special Educational Needs (SEN).

### **Definitions**

No legal definition of reasonable force exists however, for the purpose of this policy and the implementation of it in Hornsea Burton Primary:

- physical intervention will involve 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.

#### **a) Physical Contact**

Situations in which proper physical contact occurs between staff and pupils, e.g. in the care of pupils with disabilities; in games/PE; to comfort pupils; to help model behaviour

#### **b) 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.

#### **c) Physical Control/Restraint**

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.

The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

The school will ensure that pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school.

Parents should have committed themselves through the Home-School Agreement to ensure the good behaviour of their child and that he/she understands and follows the School Behaviour Policy.

### **Training and Authorisation**

The majority of staff have previously undertaken specific training in de-escalation techniques led by the Local Authority (March 2015) and then more recently Team Teach training re the correct use of physical intervention and restraint when this is required. Team Teach Training needs to be renewed every three years. This training is intended to help staff to link meeting children's needs with positive behaviour management.

The school office will maintain a list of those who have been authorised and which training has been undertaken and on what date. This list will be reviewed at least annually.

Authorisation is not given to volunteers or parents. Supply staff will not be authorised unless they are familiar with this school's policy and have undertaken training.

### **Principles behind Positive Handling techniques**

It is recognised that there may be occasions when an individual child's behaviour has deteriorated to the point where he/she is not only a danger to him/herself but also to others. Even though all aspects of the school's Managing Behaviour Policy may have been strictly adhered to and carried out, there could be times when the situation has become untenable. On these infrequent occasions it

may be necessary to use Positive Handling techniques to remove the child to a place of safety in order for the situation to be calmed and resolved.

### **Situations which may require positive handling techniques**

As part of their training, staff are taught how to recognise the early stages of a behavioural sequence that is likely to develop into violence or aggression and how to employ 'defusion' techniques to avert any further escalation. They are also taught how to intervene safely.

This includes:

- Strategies for preventing the occurrence of behaviours which precipitate the use of physical intervention;
- Strategies for 'de-escalation' or 'defusion' which can avert the need for a physical intervention;
- Procedures for post-incident support and de-briefing for staff, pupils and parents;
- The concept of 'reasonable force' where 'reasonableness' is determined with reference to all the circumstances, including:
  1. The seriousness of the incident
  2. The relative risks arising from using a physical intervention compared with using other strategies
  3. The age, cultural background, gender, stature and medical history of the pupil concerned
  4. The application of gradually increasing or decreasing levels of force in response to the pupil's behaviour;
  5. Risk assessment and risk management;

The distinction between:

1. Seclusion where a pupil is forced to spend time alone against their will (although a member of staff will always be present to observe the pupil for health and safety reasons)
2. Time out which involves restricting a pupil's access to all positive reinforcements as part of a behavioural programme
3. Withdrawal which involves removing a pupil from a situation which causes anxiety or distress to a location where continuous observation and support can be given until a return to normal activities can be made.

### **Types of Incident**

The incidents fall into three broad categories:

- a) Where action is necessary in self-defence or because there is an imminent risk of injury.
- b) Where there is a developing risk of injury or significant damage to property.
- c) Where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations, which fall within one of the first two categories, are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
- a pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- a pupil persistently refuses to obey an order to leave a classroom;
- a pupil is behaving in a way that is seriously disrupting a lesson.

## **Positive Behaviour Management and Strategies for dealing with challenging behaviour**

Staff consistently adopt positive strategies to encourage acceptable behaviour, application and to build self-esteem as explained in the School's Managing Behaviour Policy.

Although most young people in Hornsea Burton Primary School will never require any form of positive handling, staff may have to deal with some young people who exhibit disturbed, distressed and distressing behaviour. It is therefore necessary to carry out risk assessment.

We will attempt to reduce risk by managing:

- The environment
- Body language
- The way we talk
- The way we act

The school will work in partnership with those who know the child to help:

- find out why this child behaves as he or she does
- understand the factors that influence this child's behaviour
- identify early warning signs that indicate foreseeable behaviours are developing

This approach will help to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviours and make sure that the use of physical force is rare.

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident:

- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain (this includes negotiation, care and concern, Active Listening techniques);
- Further verbal reprimand stating:
  - that this is the second request for compliance
  - an explanation of why observed behaviour is unacceptable
  - an explanation of what will happen if the unacceptable behaviour continues;
- Warning of intention to intervene physically and that this will cease when the pupil complies – if possible summon assistance
- Physical intervention – reasonable force being used to prevent a child harming him or herself, others or property

### **Positive handling procedures:**

Depending on the age of the child and the degree of physical intervention which is deemed necessary, the type of contact between staff member and child will vary and will take the form of a hold which has been approved for use in such circumstances. (See Approved Team Teach Techniques).

In the event of a situation deteriorating to the extent that physical intervention is required the member of staff involved initially should normally seek the assistance of another adult member of staff. This is particularly important in the case of staff members dealing with pupils of the opposite sex. It is also important that staff members should have a witness that no excessive physical intervention techniques have been employed and that due consideration is given to the safety of pupils and staff during the duration of the incident.

Used correctly, positive handling techniques are designed to protect both pupil and staff member, but staff who have a physical problem or disability should automatically seek help from another member of staff. This also applies to female members of staff at any stage during a pregnancy. Staff members should also take care when using physical intervention by ensuring that their hands are free from any implements which may cause injury to the pupil. Any jewellery or wrist watches likely to scratch or cause injury to the pupil or staff member during an incident where physical intervention has been deemed necessary, should also be removed.

During a physical intervention, Hornsea Burton Primary School staff seek to avoid injury to the pupil but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupil remains safe.

### **Approved Physical Intervention/Team Teach Techniques**

The following list consists of four holds which have been approved for use during physical intervention situations, and two holds which are approved if the staff member needs to extricate him/herself from a hold placed on them by a pupil:

- **Figure of Four**-Standing, sitting or kneeling alongside the individual holding underneath the forearm with the outside hand, while the nearest hand passes under the arm and over the individual's forearm to grip the member of staff's own wrist.
- **The single elbow hold**-two staff members standing, sitting or kneeling alongside the individual each holding the nearest forearm parallel to the ground with the elbow tucked back. The other Caring C supports the front of the shoulder. Supporting pressure is through the hips to protect backs and heads.
- **The double elbow hold**-one or two staff members standing or kneeling alongside the individual passing one arm across the back to hold the furthest forearm. The whole hand hooks over the forearm with the elbow tucked back. The nearest forearm is held with the elbow tucked back. Supporting pressure is through the hips to protect backs and heads. **This is not used to hold individuals in a fixed seating position.**
- **The T wrap**-standing, sitting or kneeling behind a smaller person at 90 degrees. The smaller person's wrists are crossed in front of their hips leaving elbows apart and ribs and abdomen unrestricted. The smaller person is not forced forward.

### **Reporting and Recording use of Physical Intervention/Team Teach**

Those children who regularly need or are more likely to need Positive Handling, should be identified by staff and if necessary a Positive Handling Plan may be put into place. This must be shared with and agreed by parents. Consequently, where physical intervention has been used to manage a previously identified pupil, a record of techniques to be used is already in place. However, for those children who require a physical intervention that has not previously been identified, a record of the incident may need to be kept.

Staff should report on incidences of restraint they have witnessed or been involved in.

**Where physical control or restraint has been used, a record of the incident will be completed using the Positive Handling Record and Response sheet (See Appendix 1). as soon as possible after the incident, normally prior to staff going home and be signed by all staff involved and the Head teacher The sheet will be put into the Positive Handling File in the school office.**

The school will take action to ensure that parents are informed about these incidents as soon as possible. If school consider it would place the pupil at risk, if they report an incident of restraint to the parents/carers, the incident should not be reported to parents/carers, but should be reported to the LADO (presently T Marsh)

A Health and Safety Accident / Incident Form will be completed and returned to the Local Authority in situations where injury has occurred to either members of staff or pupils. Where staff

have been involved in an incident involving reasonable force they should have access to counselling and support. Within the school this will be made available through the Head teacher or School Business Manager.

### **Action after an incident**

The Head teacher will ensure that each incident is reviewed and investigated further as appropriate. If further action is required in relation to a member of staff or a pupil, this will be pursued through the relevant procedure.

### **Complaints**

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

If there is an allegation or complaint against a member of staff following a restraint the Head teacher should contact the Local Authority Designated Officer (T Marsh).

Suspension must not be an automatic response when a member of staff has been accused of using excessive force.

Any complaints about staff will be dealt with under the School's Complaints Procedure.

The Chair of Governors will be informed of complaints but other governors will not be involved as a complaint may require further action on their part.

### **Monitoring of incidents**

Monitoring of incidents through documented evidence will help to ensure that staff are following the correct procedures and will alert the Head teacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force. This process will also address patterns of incidents and help to evaluate trends that may be emerging.

Monitoring of incidents will take place termly and the results used to inform planning to meet individual pupil and school needs. Monitoring information will be reported on an annual basis to school governors.

This policy was updated March 2017 and will be reviewed at least annually.

Appendix 1

<b>Log No:</b>   
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**Positive Handling Record and Response**



<b>Child's name</b>				<b>Date:</b>	
<b>Location of incident</b>					
<b>Staff involved</b>				<b>Witnesses</b>	
<b>Start time of incident</b>	<b>Duration of restraint</b>	<b>Injuries to child?</b>			
		<b>Injuries staff?</b>			
<b>Nature of Risk</b> <i>(tick as appropriate)</i>			<input type="checkbox"/>	Criminal offence	<input type="checkbox"/>
Injury to person			<input type="checkbox"/>	Serious disruption	<input type="checkbox"/>
Damage to property			<input type="checkbox"/>	Absconding	<input type="checkbox"/>
<b>The incident: Describe antecedents then describe the incident</b>					

Name and signature of person who recorded incident;

Please tick the level of potential risk

Low		Medium		High									
Verbal abuse		Slap		Punch		Bite		Pinch		Spit		Kick	
Hair grab		Neck grab		Clothing grab		Body holds		Arm grab		Weapons /missiles			

Other: *please describe*

Who/What was at risk?

**Diversion, Distractions and De-escalation attempted**

Verbal advice and support		Firm clear directions		Negotiation		Limited choices		Distractions		Diversion/ Diffusion	
Reassurance		Planned ignoring		Success reminders		C.A.L.M. talking/Stance		Takeup time		Withdrawal offered	
Withdrawal directed		Transfer adult		Reminders about consequences		Humour					

**Physical Intervention Strategies Attempted**

Help hug		Cradle hug		Wrap		Sitting wrap		Double elbow		Half shield	
Sitting Double Elbow (single person)		Single Elbow (two person)		Sitting Single Elbow (two person)		Small Child Escort					

Other (please describe)

**How was this action in the best interests of the child?**



<b>Do you think IBMP needs amending? If yes why?</b>		
<b>Contact made with Parent/Carer</b>		
<b>Name and Signature of Adults Involved</b>		<b>Date</b>
<b>Monitoring:</b> <i>All reports logged in chronological order in Positive Handling Folder</i>		
<b>Evaluation Comment</b>	<b>Signature</b>	<b>Date</b>