



BARNSOLE PRIMARY TRUST

POSITIVE HANDLING OF PUPILS POLICY

Policy reviewed by
Policy date
Next review due

Board of Trustees
November 2018
November 2021

Legal Framework

Section 550A of the Education Act 1996 clarifies the powers which teachers and other staff have to use reasonable minimum force to physically control pupils, and came into force on the 1st September 1998. Section 550A allows those teachers and other members of staff who are authorised by the Head of School to use such force as is seen as being 'reasonable' to prevent a pupil from :

- * committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- * injuring themselves or others
- * causing damage to property (including the pupil's own property)
- * engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

1. Preventing the occurrence of challenging behaviour

We choose preventative strategies, the structure and routine of our school day supports this. We try to minimise the occurrences of challenging behaviour by:

- establishing positive relationships with pupils
- creating a positive supportive climate in the classroom
- being in the class before the pupils arrive
- providing a constant adult presence, never leaving the children unsupervised
- having well planned, meaningful lessons differentiated to meet the needs of the pupils
- making connections with previous work
- ensuring equipment or materials needed are available and in working order
- having well-established routines for behaviour
- teaching the children strategies to deal with anger and frustration
- using social problem solving skills, circle time and mediation.
- using appropriate humour and relationships to ensure all children feel a sense of belonging in their class groups.

2. Dealing with challenging behaviour

- We treat children with respect even when they are misbehaving.
- We ignore inappropriate behaviour when noticing it would cause more disruption or as part of a planned approach. However, this is always followed up at a more appropriate time.
- We avoid talking above background noise
- We focus on those who are behaving and working well and praise and encourage them.
- We use eye contact or signals to express approval and disapproval initially.
- We have a quiet word with the pupil who is misbehaving, telling them that the behaviour is not acceptable and should stop.
- We describe the effects of the behaviour not the behaviour itself (“when you are making a noise or messing about, the others can’t hear or learn”).
- We use the Team Teach help script in full or in part if appropriate to support a child in crisis.
- If necessary we send for help in good time.
- We sometimes ask that a pupil be withdrawn.
- We are prepared to find the best adult and best conditions to resolve the issue, and prepared to change adults where necessary.
- We allow pupils time to make amends or take time to follow up an instruction.

- We follow up inappropriate behaviour with a pupil on their own where possible.
- We discuss problems and difficulties privately as far as possible.
- We follow the guidelines if restrictive intervention is needed, and only after use of de-escalation techniques.
- We accept that sometimes it is appropriate to show anger. We can thus model appropriate anger to the pupils. We do so in a controlled way and avoid blaming. We give an “I” message e.g. *“I feel very angry that you show little respect for the work I have put into making that worksheet”*.
- We only raise our voices in exceptional circumstances and always in a controlled manner.
- We give opportunities for reparation and restitution when all those involved are ready and without increasing delays.
- We model reconciliation and support these processes as appropriate.

3. Stages of escalation – 3 is positive handling/ restraint stage:

- | | |
|---------------------------------------|--|
| 1. Anxiety, | need for support |
| 2. Defensive / increasing aggression, | need for clear limits, boundaries and choices. |
| 3. Loss of control/ violence, | need for physical intervention to reduce risk. |
| 4. Recovery, | need for a co-ordinated “letting go” process |
| 5. Learning,
planning | need for a structured therapeutic review and forward |

4. Who may intervene?

We will try to ensure that as many staff as possible receive training in positive handling of pupils. Any teacher, assistant or secretary may use their judgement and use reasonable force **as a last resort** if a child or member of staff is at serious risk of harm to the child or others, or if there is likely to be serious damage caused to property. Midday supervisors may only use reasonable force if a senior member of staff cannot be reached quickly.

5. Incidents which may require use of reasonable minimum force

- When a pupil attacks a member of staff.
- When a pupil attacks another pupil.
- When a pupil is engaged in vandalism.
- When a pupil is causing or at risk of causing, injury or damage by accident, by rough play or misuse of equipment.
- When a pupil is about to, or is absconding from the school.
- When a pupil is seriously disrupting a lesson.

6. Strategies that staff may use

1. Defusing the situation by talking to the pupil/pupils.
2. Distracting the pupil.
3. Physically interposing between pupils.
4. Blocking a pupil's path.
5. Holding the pupil (but never round the neck or collar) – using a Team teach technique such as a Wrap.

6. Pushing or pulling where a child might be in danger e.g. pull - about to step into the road, push – away from a falling object.
7. Leading a pupil by the hand or arm, or using a Team teach escorted walk.

7. Management of Serious Disruptive Behaviour and Aggression

We use many strategies and options to manage these situations. The selection of specific management techniques depends in part on the personality and character of the individual staff member and his/her relationship with the pupil. No strategy or set of strategies guarantee success. However, the following principles inform and govern our management decisions.

- We remain **objective and calm** in both speech and actions. We recognise that firmness does not require shouting or threats.
- We constantly strive to improve our understanding of the pupils and their behaviour. We know they are often externalising inner conflicts. They do interpersonally what mature people do intrapersonally. They demand the control that they can no longer provide for themselves. We aim to pre-empt physical intervention i.e. restrictive intervention by ensuring the creation of an emotionally containing environment.
- We attempt to see through the behaviour presented by the child to the possible meaning or message being expressed. So we ask ourselves what the behaviour means to help us think and respond appropriately.
- We try to listen quietly and respond quietly to the pupil. We do not overwhelm the child with loud and insistent directives.
- We avoid looking for an immediate solution unless the situation is dangerous when we adopt a reactive strategy. If appropriate we tell the pupil that we will deal with the issues later and we re-direct them back to work. While making this decision we will be making an ongoing dynamic risk assessment of the behaviour and the situation, and considering how best to pre-empt a potential incident and minimise risk.
- At all times, on responding to behaviour, we aim to analyse, not personalise. This way we stay flexible for as long as possible and avoid escalating the confrontation, and we use help script for colleagues and clear communication to support each other in this.
- We try to maintain positive attitudes that are constructive. We remind the child of previous good behaviour or similar situations that they dealt with well, progress they have made and how they made it.
- We always remind the pupil of options and consequences. We do not issue directives or threats that are unachievable.
- We are very aware that often the natural biological response to acts of violence is to get angry at the aggressor. However, we recognise that it is not the rational or most effective response. We school ourselves to resist the biological response.
- We use a range of diversionary strategies. The more unusual are likely to be the most effective. Humour is a powerful tool when used sensitively, to pre-empt a crisis.
- Involving other people in a non-threatening way can divert the confrontation and reduce the aggression and is a strategy we often use.
- It is sometimes necessary to remove the child from the situation. We try to do this in a neutral way, that is uncontaminated by negative or hostile feelings. Our message is 'we care about you enough to not let you be out of control or hurt anybody.'
- We always promote physical safety and do everything possible to prevent physical injury to everyone.

8. Staff responsibility

1. It is the responsibility of the member of staff dealing with the situation to:
2. Assess the situation and decide if the implementation of a positive handling strategy is appropriate and if it is, at what level.
3. Consider the degree of risk to all parties or property concerned.
4. To act sensibly and sensitively.
5. To defuse the situation if at all possible **without touching** the child.
6. To report immediately to the head or deputy Head of School, giving a full account of the incident so that it may be followed up, with the child given an opportunity to talk through the incident and the parents to be informed.
7. To complete a serious incident form.

It is the responsibility of other staff to:

1. Offer help to colleagues who are dealing with the difficulty.
2. Act as witnesses when necessary.
3. Provide support.
4. Deal with other children, where necessary removing them from the situation.

Appendices to this policy:

- Positive Handling Plan Form
- Pupil Risk Assessment Form
- Serious Incident Record Form

Barnsole Primary Trust

Positive Handling Plan

Name:

Class:

Medical conditions to take into before any physical intervention (e.g. Asthma, brittle bones etc.)

Positives: (What is the child good at? What does he/she like?)

Trigger behaviours (Describe common behaviours/situations which are known to have led to Positive Handling being required. When is such behaviour likely to occur?)

De-escalation strategies to be used before physical interventions if possible:

(Please tick appropriate boxes)

Give time		Distraction		State alternatives		Give consequences	
Give space (where/how long?)		Reassure/ Remind		Repeat request		Give a count	
Remove stimulus		Time out (where/how long?)		Success reminder		Praise partial compliance	
Cool off (where/how long?)		Humour		Other staff to intervene			

Any other strategies to try:

Positive Handling strategies that can be tried:

(Please tick appropriate boxes)

Help hug Cradle hug Standing wrap Sitting wrap

Standing double elbow Sitting double elbow

Standing single elbow Sitting single elbow

Any holds to avoid using?

Positive listening and debrief

(Please note how this will be best achieved and when)

Who needs to share this plan?

Who to notify about any incidents?

This plan has been agreed with and signed by:

Child:

Parent:

Class teacher:

Head of School:

Other:

Date of plan:

Review date:

RISK AND HAZARD FROM PUPIL BEHAVIOUR ASSESSMENT SHEET

Pupil name Date:

Risk assessment by

Types of behaviour:

Cause(s) of that behaviour:

The risk of that behaviour occurring:

Who is at risk:

Solutions:

Review:

Barnsole Primary Trust

Ref no:

Confidential Incident Record

Pupil Name..... UPN..... Date.....

Start & End Time..... Location Of Incident.....

Names Of Staff & Any Other Pupils Involved:

Duration of any
Restraints

Any injuries – give details

Medical check/treatment - give details

Nature of Incident

External agencies Informed

Supporting records

Injury to child Injury to adult Criminal offence Serious disruption Absconding

Other – give details

Parent/guardian Inclusion manager Behaviour support Social worker Medical staff Police Accident record RIDDOR Bound book Medical report Formal statement **Triggers:**

Describe anything that may have led to a dangerous situation

Risk: Circle level of potential risk**Low****Medium****High**

Who was at risk? Why?

Diversion, distractions, de-escalation strategies attempted, controlling the risk

(Please circle those used)

Given time

Given space

Time out

Limited choices

Given consequences

Reassurance

Reminders

Given a count

Repeated request

Calm talking

Ignoring

Humour

Cool off

Success reminder

Stimulus removed

Negotiation

Change of staff

Exiting child from class

Removal of other children

Other (describe)

Type of restraint usedHelp hug Cradle hug Standing wrap Sitting wrap Standing double elbow (1 person) Sitting double elbow (1 person) Standing single elbow (2 people) Sitting single elbow (2 people)

Other (describe)

How was the use of restraint in the best interest of the child/other pupils/staff?

Description of the incident

(What happened? How was it dealt with? What were the consequences?)

Report written by..... **Signed**..... **Date**.....

Witnessed by.....

Received by Head of School..... **Date**.....