



Positive Handling Policy

Amington Heath Primary School and Nursery

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Date Adopted:
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Signed:

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POSITIVE HANDLING POLICY

This policy outlines how staff at Amington Heath Primary School and Nursery create and maintain good order and relationships through positive approaches. These approaches are successful for the vast majority of the time. This policy on the use of restrictive physical interventions supplements the main behaviour policy. Both should be read in conjunction with the school SEN policy, the Health & Safety policy, and the Child Protection policy.

Purpose of this policy

This policy aims to give all members of the school community clear guidance so that any physical intervention that they undertake is carried out in a way that supports the values and principles described above. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff at the school will fulfil their responsibilities in those circumstances.

The Headteacher will be responsible for ensuring that staff, Governors and parents are aware of the policy. She will ensure that any necessary training/awareness-raising takes place so that staff know their responsibilities.

Physical touch

The staff at Amington Heath Primary School and Nursery believe that physical touch is an essential part of human relationships. In our school adults may well use touch to prompt, to give reassurance or to provide support in PE.

To use touch/physical support successfully, staff will adhere to the following principles. It must:

- be non-abusive, with no intention to cause pain or injury
- be in the best interests of the child and others
- have a clear educational purpose (e.g. to access the curriculum or to improve social relationships)
- take account of gender issues

Staff need to be aware of sensitivities associated with any form of physical contact with students. More guidance and advice on physical contact other than the exercise of the power to use force is provided by the Education and Inspections act 2006.

What do we mean by 'physical intervention'?

Definition	Example	
Non-restrictive physical interventions. (As already stated touch/physical contact is a small but important and natural part of teacher-pupil relationships in our school).	Either where the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish	For example: <ul style="list-style-type: none">• escorts and guides
Restrictive physical interventions	Prevent, impede or restrict movement or mobility. Restraint. To use force to direct.	For example: <ul style="list-style-type: none">• more restrictive hold: and restraints ie T.wrap/ single elbow
Emergency/unplanned	Occur in response to unforeseen events	

interventions	
Planned interventions	In which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment and recorded in an individual plan for the management of a pupil

What the law says on when is restrictive physical intervention permissible

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- a) Committing any offence (or for a student under the age of criminal responsibility, what would be an offence for an older pupil);
- b) Causing personal injury to, or damage to the property of, any person (including the student himself); or
- c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Risk assessment

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy. It is avoided whenever possible and will not be used for staff convenience.

Restrictive physical intervention will only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out with the child's best interests at heart. Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation.

Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

Supply staff will not be authorised to use restrictive physical interventions. Parents and volunteers in the school are not given authorisation. Staff from the local education authority may have their own policies about the care and control of pupils but, whilst on the premises, they will be expected to be aware of, and operate within, the policy of this school.

How staff might intervene

When a restrictive physical intervention is justified, staff will use 'reasonable force'. This is the degree of force 'warranted by the situation'. It will 'be proportionate to the circumstances of the incident and the consequences it is intended to prevent'. Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

During an incident the member of staff involved will tell the pupil that his or her behaviour may be leading to restraint. This will not be used as a threat or said in a way that could inflame the situation. Staff will not act out of anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupil at all times.

The place of restrictive physical intervention within broader behavioural planning

If, through the school's special needs assessment procedures, it is determined that a restrictive physical intervention is likely to be appropriate to help a pupil make progress, a risk assessment will be carried out following the school's guidelines.

If appropriate, an individual positive handling plan will then be drawn up for that pupil (see Appendix A). This plan will aim to reduce the likelihood of the need for restrictive physical intervention as well as describing how such intervention will be carried out. This plan will be discussed with parents/carers.

Before the risk assessment is implemented, any necessary training or guidance will be provided for the staff involved. The Headteacher will be responsible for establishing staff needs and for organising necessary training.

What to do after the use of a restrictive physical intervention

After the use of an unplanned restrictive physical intervention, the following steps will be taken.

- Details of the incident will be recorded by all adults involved immediately on the positive handling incident report form (see Appendix B).
- Recording will be completed within 12 hours whenever possible. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- Any injuries suffered by those involved will be recorded following normal school procedures.
- The Headteacher will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the Headteacher will follow the school's child protection procedures and also inform parents/carers.
- Parents/carers will be informed by the Headteacher/SENCO on the day of the incident. Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions.

Arrangements for recording and informing parents in the case of a planned restrictive intervention will be followed as agreed beforehand but broadly will follow the same pattern as above.

The Senior Management Team will use the records kept to analyse patterns of behaviour and so decide whether responses are being effective. The Headteacher/SENCO will report this information to the SEN Governor at their termly meetings.

Complaints procedure

Any complaint will first be considered in the light of the school's child protection procedures. If child protection procedures are not appropriate, the school's complaint procedures will be followed.

APPENDIX A – RISK ASSESSMENT PROFORMA

Proforma for assessing and managing foreseeable risks for children who present challenging behaviours

Identification of Risk

APPENDIX C – POSITIVE HANDLING PLAN (PHP)

Name

Setting

Trigger Behaviours	
Describe common behaviours/situations, which are known to have led to Positive Handling being required. When is such behaviour likely to occur?	
Topography of Behaviour	
Describe what the behaviour looks and sounds like	
Preferred Supportive and Intervention Strategies	
Other ways of calming such behaviour. Describe strategies that, where and when possible should be attempted before Positive Handling techniques are used	
Verbal advice and support	Distraction (know key words, objects likes etc)
Reassurance	Take up time

Calm talking/stance	Time out (requires written plan)
Negotiation	Withdrawal (requires staff/carer observation)
Choices/limits	Cool-off directed/offered (delete as appropriate)
Humour	Time allowed out to calm down or cool off)
Contingent touch	Consequences reminder
Transfer adult (help protocol)	Planned ignoring
Success reminder	
Others	

Praise Points/Strengths
Areas that can be developed and built upon. Please state at least three bridge builders
1
2
3
Medical Conditions
Note any known medical conditions that should be taken into account before physically intervening (eg asthma brittle bones)

Preferred Handling Strategies

Describe the preferred holds: standing, sitting, ground, stating number of staff, what “gets out” that can be used when holding etc

Parents Views

Pupils Views

De-briefing process following incident (what is the care provided)

Recording and notifications required

	Print Name	Signature
School Representative		
Parents/Guardians		
Other Agencies		

Date _____

Review Date _____

<u>Other Factors to Consider</u>	
Key behavioural difficulties	How the individual can help

Our understanding of the behaviour	How parents and carers can help [
What we want to see instead	Rewarding progress
Environments changes that might help	Monitoring progress

APPENDIX B – Intervention Report

Name		Class	
Date		Time	
		Time span (minutes)	
Location		Activity	
Reported by		Position	
Names of staff involved		Name of witness	

Reasons for intervention		
Immediate danger of personal injury to pupil	Immediate danger of injury to other pupils	Immediate danger of injury to member of staff
Server disruption to other pupils	Top avoid property damage	Prevent a criminal act
Antecedents		
Behaviour (give examples)		

De-escalation techniques used			
Verbal advice and support	Reassurance	Calm script/talking	Persuasion
Distraction	Appropriate humour	Choices given	Take up time
Time out offered	Time out directed	Tactical ignoring	Negotiation
Changed staff	Success reminder	Praise	Consequence reminder
Other			

TEAM TEACH STRATEGY USED

Strategy	Duration	No. of staff	Stand/sit	Related to policy effectiveness
				1 2 3 4 5
Verbal				1 2 3 4 5
Friendly hold				1 2 3 4 5
Single elbow				1 2 3 4 5
Double elbow				1 2 3 4 5
Wrap				1 2 3 4 5
Escort				1 2 3 4 5

Outcome	How effective

Medical Intervention	
Breathing circulation checked	Checked d for bruising
Injury to child	Referred to doctor
Injury to staff	Referred to doctor
Injury to others	Referred to doctor

Pupils view
This report has been read to the pupil and discussed; Pupil's view
Other pupil's views

Staff follow up		
Debriefing	By whom	Further action

MONITORING

	Name	Time	Date
Parents informed			
Further action			

Other agencies informed			
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Signatures	
Staff	
Pupil	
Head teacher	
Parents/carers	

Monitoring Checks						
Was sufficient de-escalation undertaken	Were there grounds for physical control?	Were agreed physical controls used?	Has sufficient post incident action been taken?	Is record keeping comprehensive and complete?	Were all relevant people informed?	Were there any/pupil complaints about the incident?
Outcome			Further action risk assessment			