

# Broom Valley Community School



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**Policy**

**Positive  
Handling**

**Oct 2017**

<b>Positive Handling Policy</b>			
<b>Review Frequency</b>	Annually	<b>Review Date</b>	October 2018
<b>GB Committee Responsible</b>	Full Governing Body	<b>Staff Responsible</b>	Kim Reaney
<b>GB Ratification Date</b>	21 November 2017	<b>Website</b>	Yes

### **Rationale**

This policy outlines how staff at Broom Valley Community School 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 SEND (Special Educational Needs and Disabilities) Policy, the Health and Safety Policy and the Safeguarding Policy.

### **Purpose**

This policy aims to give all members of the school community clear guidance so that any physical intervention undertaken 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 to ensure that staff are aware of their responsibilities in this respect. Broom Valley Community School believes 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 and the aim of this policy is to make staff aware of and be confident in their approach.

### **The Principles**

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

Touch/physical contact 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 must be aware of sensitivities associated with any form of physical contact with pupils. 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: escorts and guides
Restrictive physical interventions	Prevent, impede or restrict movement or mobility. Restraint. To use force to direct.	For example: more restrictive hold: and restraints i.e., T.wrap / single elbow
Emergency/unplanned interventions	Occur in response to unforeseen events	
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 pupil from doing, or continuing to do, any of the following:

- a) Committing any offence (or for a pupil 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 pupil 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 consider 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 Broom Valley Community 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 (see Appendix B).

If appropriate, an individual positive handling plan will then be drawn up for that pupil (see Appendix C). 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 and 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 Inclusion Manager 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 D).
- 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 Leadership 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 – STAFF TRAINED IN POSITIVE HANDLING TECHNIQUES FOR CHILDREN**

The following members of staff have been trained to use positive handling techniques within Broom Valley Community School.

- Kim Reaney – Team Teach Training
- Susie Bourne – Positive Handling Training

### **APPENDIX B – RISK ASSESSMENT PROFORMA (Attached)**

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

### **APPENDIX C – POSITIVE HANDLING PLAN (Attached)**

Positive Handling Plan (PHP)

### **APPENDIX D – INCIDENT REPORT FORM (Attached)**

APPENDIX B

Children & Young People’s Services

RISK ASSESSMENT

Premises: Valley Children’s Centre & local area

Work Activity: Positive Handling

Assessor(s):

Pages

Date: October 2016

Review date: October 2017



1. What could go wrong / factors to consider	2. Who might be harmed ?	3. Control measures at present	4. Further action required (if any)
Medical Self Harm Substance / Alcohol Abuse Absconding Damage to property/resources Theft Defiance / refusal to co-operate Impulsive / dangerous behaviour Verbal abuse / threatening language Discrimination abuse: Racist Gender Learning disability Violent / aggressive Sexually inappropriate Possession / use of weapons	Children  Staff  Visitors	Red card system in school for staff to send to the office for immediate help.  Remove other children to an area of safety – this may be on a corridor or to another classroom.  Implement Positive Behaviour Policy and use Positive Handling as an exception	Report any incident of positive handling to the Head Teacher.

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## APPENDIX C

### Positive Handling Plan

Complete this form in liaison with the Inclusion Leader, Parents / Carers and any other outside agencies as appropriate.

<b>Team Teach and Restraint Policy</b>	
<b>Positive Handling Plan</b>	
<b>Name:</b>	<b>Class:</b>
<b>Date:</b>	
<b>Trigger Behaviours:</b> Describe common behaviours / situation which are known to have led to Positive Handling being required. When is such behaviour likely to occur?	
<b>Description of behaviour:</b> Describe what the behaviour looks / sounds like.	

**Preferred Supportive and Intervention Strategies:** Describe strategies that, where and when possible, should be attempted before positive techniques are used.

- Reassurance
- Negotiation
- Choices / limits
- Humour
- Verbal advice and support
- Consequences
- Planned ignoring
- Distraction (known key words, objects etc)
- Withdrawal
- Success reminder
- Transfer adult (help protocol)
- Time out offered / time out directed – observed / unobserved (delete as appropriate)
- Others

**Please state at least three praise points / strengths:** areas that can be developed and built upon

- 1.
- 2.
- 3.

**Medical Conditions:** Anything which should be taken into account before physically intervening ie Astma, brittle bones etc

**Preferred Handling Strategies:** Describe the preferred holds: standing, sitting, ground, stating numbers of staff, what 'get outs' that can be used when holding etc

**De-briefing process:** What care is to be provided after the incident?

**It is agreed that the above Positive Handling Plan outlined above be put into place.**

**Signature:**

**Print Name:**

**Date:**

**Parent / Carer signature:**

**Print Name:**

**Date:**



**APPENDIX D**

**Positive Handling Incident Report**

BROOM VALLEY COMMUNITY SCHOOL

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Name of Pupil:	Date								
Date of Birth:									
Time:	Location								
Staff Involved:	<table border="0"> <tr> <td>1.</td> <td>Designation</td> </tr> <tr> <td>2.</td> <td>Designation</td> </tr> <tr> <td>3.</td> <td>Designation</td> </tr> <tr> <td>4.</td> <td>Designation</td> </tr> </table>	1.	Designation	2.	Designation	3.	Designation	4.	Designation
1.	Designation								
2.	Designation								
3.	Designation								
4.	Designation								
Names of Witnesses:									
Events leading up to the incident									
Behaviours									
Consequences									
Injuries									
Debrief									
Any further action taken:									
Justification for positive handling: (please tick) Physical safety of the pupils is at risk <input type="checkbox"/> Physical safety of another pupil is at risk <input type="checkbox"/> Physical safety of a member of staff is at risk <input type="checkbox"/> The pupil is attempting to harm him/herself <input type="checkbox"/>									

To prevent absconding <input type="checkbox"/> To prevent disruption to other pupils <input type="checkbox"/> To prevent the committing of a criminal offence <input type="checkbox"/> Member of staff believes that any of the above was likely to occur <input type="checkbox"/> To prevent or interrupt serious damage to property (describe) <input type="checkbox"/>	
De-escalation strategies used:	
Physical strategies used: (state types of escort/hold used, length of hold)	
Parent / Carer informed? Yes <input type="checkbox"/> No <input type="checkbox"/>	
By whom:	When: (date & time)
Signatures of those involved:	
1.	Date:
2.	Date:
3.	Date:
4.	Date:
<b>Signature of Senior Leader:</b>	
	Date:

**This information must be recorded in the numbered bound book stored in the office under Positive Handling.**