

Statutory
Non-Statutory



Positive Handling Policy

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NORTHGATE SCHOOL ARTS COLLEGE & THE BEEHIVE ACADEMY TRUST

Positive Handling Policy

Introduction

This policy is based on the 2002 DoH/DfES document 'Guidance for Restrictive Physical Intervention' and the Department for Education document 'Use of Reasonable Force' (July 2013) and reducing the need for restraint and restructure intervention.

Northgate School Arts College (Academy Trust) (NSAC) recognises that there is a need, reflected in common law, to intervene when there is an obvious risk of safety to its pupils, staff and property.

As a school, NASC is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving physically challenging behaviour, and use physical intervention only as a last resort in line with DfE advice. If used at all, it will be in the context of a respectful, supportive relationship with the pupil, and be reasonable, necessary and proportional to the circumstances of the incident. We will always aim to ensure minimal risk of injury to pupils and staff, and that any interventions use the minimum of force for the shortest time

All staff employed by Northgate School Arts College (Academy Trust) are authorised to use physical intervention. (See Appendix 1). The school provides Team Teach training for all staff and keeps an up-to-date record of this training. (Staff new to the school will be trained as soon as possible).

Core Values

The following core values, drawn up with reference to the Independent Restraint Advisory Panel's review of restraint systems used in secure children's homes¹, are relevant to all of the settings and services to whom this guidance applies:

- A focus on the child or young person's safety and welfare should underpin any use of restraint.
- Children, young people and staff, should be treated fairly and with dignity and respect.
- Minimising the risk of harm to children, young people and staff should be a key priority.
- The needs and circumstances of individual children and young people should be considered and balanced with the needs and circumstances of others because decisions on whether or not to restrain or intervene with an individual, affects others including staff.
- Where possible, a decision to restrain a child or young person should be based on their best interests balanced against respecting the safety and dignity of all concerned, including other children, young people or adults present.

Best practice

The best practice regarding physical intervention outlined below should be considered alongside other relevant policies in the school, specifically those policies involving behaviour, bullying and health and safety.

In the following situations staff must judge whether or not physical intervention would be reasonable or appropriate:

- where there is a risk to the safety of staff, pupils or visitors or
- where there is a risk of serious damage to property or
- where a pupil's behaviour is seriously prejudicial to good order and discipline or

¹ A review of restraint systems commissioned for use with children who are in resident in secure children's homes (June 2014)

- where a pupil is committing a criminal offence
- where a pupil tries to abscond

This judgement will take into account the circumstances of the incident. All staff should be aware that the use of physical intervention in response to a clear or developing danger of injury will always be more justifiable than the use of force to prevent damage or misbehaviour.

Staff will view physical intervention or restraint of pupils as a last resort to maintaining a safe environment. If pupils are behaving disruptively or antisocially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation.

Staff will understand the importance of listening to and respecting children to create an environment that is calm and supportive especially when dealing with pupils who may have a range of communication, emotional and behavioural needs which may increase their aggression or anxiety.

All staff will understand the importance of responding to the feelings of the child which lie beneath the behaviour as well as to the behaviour itself.

Our Practice regarding specific incidents:

Staff intervening with children will seek assistance from other members of staff as early as possible, since single-handed intervention increases the risks of injury to both parties and does not provide the necessary safeguards to all involved.

All staff who become aware that another member of staff is intervening physically with a pupil will have a responsibility to provide a presence and to offer the support and assistance that is requested.

Staff who have not been involved in the initial confrontation leading up to an incident may be in a better position to intervene or restrain the pupil if this proves necessary.

A pupil's behaviour may be adversely affected by the presence of an audience. Wherever possible, the audience will be removed, or if this is not possible, the pupil will be removed from the audience. The pupil and member(s) of staff will withdraw to a quiet, but not completely private, place (e.g., two members of staff should be present or a door left open so that others are aware of the situation).

Staff will tell the pupil being restrained, in a calm and gentle manner, that the reason for the intervention is to keep themselves and others safe. Staff will explain that as soon as the pupil calms down, she/he will be released.

Physical Intervention/Restraint Approaches which can be regarded as reasonable in appropriate circumstances

The following approaches are regarded as reasonable in appropriate circumstances.

- a) Holding for security and to reduce anxiety where there is potential risk, even if the pupil is not yet out of control. This is most likely to be used when the pupil is anxious or confused. Its purpose is to defuse or prevent escalation. Staff should take care that their actions should in no way be capable of being interpreted by the pupil as aggression.
- b) Physically interposing between pupils.
- c) Blocking a pupil's path.
- d) Redirecting.
- e) Leading a pupil by the hand or arm.
- f) Shepherding a pupil away by placing a hand in the centre of the back.

g) In extreme cases using restrictive holds.

There is a **Safe Space Room** and contained outside areas at Northgate School Arts College (see Behaviour Policy). They are used mainly for individual pupils to work away from their class group at times when staff judge this to be in the best interest of all concerned. Use of the Safe Space Room as a result of physical intervention should only be used rarely and always under supervision.

When used it should be in the best interests of the young person and the following protocols will apply:

- The door **should not** be locked
- The handle may be held whilst it is unsafe to allow the pupil out of the room or outside area
- Pupils in the room must be observed at **all times**
- Pupils must be appropriately dressed if outside
- A member of the Senior Leadership Team needs to be informed
- A Team Teach form will need to be completed indicating the length of time the room has been in use
- A positive handling plan will be necessary for all pupils that need this intervention

Recording an incident

All incidents that result in non-routine interventions will be recorded in detail on 'My Concern' and within 24 hours of the incident on My Concern and on Team Teach form (Appendix 2), if physical intervention was required. Pupil witnesses may also be asked to dictate an account if appropriate. These notes should be kept in the Team Teach file and retained.

Individual Pupil's Positive Handling Plans may specify the need to keep a log of all incidents.

Post-Incident Support

The pupil and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it.

The pupil will be given time to become calm while staff continue to supervise her/him. When the pupil regains composure, a senior member of staff (or her/his nominee) will discuss the incident with the pupil and try to ascertain the reason for its occurrence. The pupil will be given an opportunity to explain things from her/his point of view. All necessary steps will be taken to re-establish the relationship between the pupil and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the pupil returns to school.

All members of staff involved will be allowed a period to debrief and recover from the incident. Time may be required to complete paperwork. This may involve access to external support. A senior member of staff (or her/his nominee) will provide support to the member of staff involved.

A member of the Senior Leadership Team will be informed at the earliest possible opportunity of any incidents where physical intervention or restraint was used. They will initiate the recording process if not already underway and review each incident to ensure that any necessary lessons are learned.

Assessing and Managing Risks

Behaviours that challenge are often foreseeable, though it may be difficult to predict exactly when they will occur or the degree of challenge they will pose. Settings and services can seek to improve foresight by:

- Exploring why children or young people behave in ways that pose a risk
- Trying to understand the factors that underlie or influence the behaviour
- Recognising the early warning signs which indicate that the behaviour is beginning to emerge
- Developing the skills to manage difficult situations competently and sensitively.

A decision on whether or not to use restraint will always require a consideration of the individual circumstances and is a matter of professional judgement.

Any use of restraint carries risks. Risks may be to the child or young person whose behaviour challenges, other children and young people, staff, other adults or property. They may arise as a result of interactions between the child or young person and their environment, the direct impact of the child or young person's challenging behaviour, or measures and interventions used to limit or manage risks to the child and/or others.

Those risks need to be balanced against the risks associated with other courses of action, including risks of taking no action at all. Risks associated with applying restraint or deciding not to do so include causing physical injury, causing a flight response, psychological trauma, distress and emotional disturbance to the child or young person and to staff.

There should be a clear local protocol about the circumstances when, exceptionally, police may be called to manage a young person's behaviour within a setting. Staff should be alert to the risk of any respiratory or cardiac distress and continue to monitor the young person's physical and psychological wellbeing throughout the incident of restraint

Training of Staff

All Northgate School Academy Trust staff will receive Team Teach training. Team Teach focuses on the development of de-escalation skills and good practice includes improving the range of interventions and the quality of interactions in order to reduce risk and the reliance on physical restraint.

Initial training (2 days) is completed within one term of joining the school and regressed bi-annually (1 day).

Training should be tailored to take account of the needs of the children and young people being taught and/or cared for and to the role and specific tasks that staff will be undertaking. It should cover approaches to reducing and minimising the need for restraint through behavioural support. In Children's Homes, the registered person is responsible for ensuring that all their staff have been adequately trained in the principles of restraint and any restraint techniques appropriate to the needs of the children the home is set up to care for.

Staff should only use restraint techniques for which they have received training and can demonstrate competence. The setting or service should record the methods that a member of staff has been trained to use.

Authorisation of staff to use Physical intervention

We recognise that physical intervention will be used as a last resort to maintain a safe environment.

All staff are by the nature of their roles, authorised and trained to use physical intervention if necessary. (See Appendix 1).

Best practice will be monitored. Refresher training to revise the use of techniques, as well as to disseminate any revised information (including updated DfE and Team Teach policies) will be included as part of the school's normal schedule of staff training.

These meetings will be mandatory for all staff.

Recording and Reporting

MT/NSAC/Jan 2018/V4

All reported incidents are logged on My Concern to provide information for recording, reporting and evaluation.

Governors will be informed of the number of physical interventions via the Head of School Report to Governors.

Special school must have policies on behaviour and the measures of control, discipline and restraint that may be used. They must make their policies known to staff, parents and pupils. (As set out in Behaviour and Discipline in Schools (January 2016)).

Arrangements for Informing Parents

Parents will be informed of the school's policy regarding physical intervention in the following ways:

- At the outset of the introduction of this policy, all parents/carers will be sent a letter outlining its introduction with information about obtaining a copy for their own information.
- All parents will be informed after a non-routine incident where physical intervention is used with a child, unless there is concern that so informing will result in significant harm to the pupil.
- A copy of the policy will be available on the school website.

Complaints

If a parent or child is concerned about any aspect of the management of an incident requiring physical intervention, he/she should inform the Executive Head Teacher or Head of School/The Bee Hive of their concern.

If the concern relates to action by the Executive Head Teacher or Head of School, the parent/carer should contact the Chair of Governors.

Sharing details of the incident and its record should enable the resolution of most complaints but if a parent remains concerned, they should contact an external agency (Police or Social Services) to provide an independent investigation of the circumstances. This will determine the necessity for further action.

"Schools cannot use force as a punishment – it is always unlawful to use force as a punishment".

- Appendix 1 - Team Teach Training List**
- Appendix 2 - Positive Handling / Team Teach Reporting Form**
- Appendix 3 - Holds which require Appendix 2 to be completed**
- Appendix 4 - Code of Conduct**

Appendix 1

Team Teach Register

Team Teach Renewal Dates						
1 Day Course (TBH) Due Jan 2017	September 2017	September 2018	October 2018	November 2018 (3 hour refresher)	November 2018 (6 hour refresher)	Initial training required (fill as required)
Diane S	James C	Sarah S	Rebecca S	Amanda	Natasha	
Caroline	Emma C	Catherine D	Kamini	Tracy Wh	Dean	
Karen D	Jacqui G	Susan	Julie S	Sarah J	Jenni D	
Trudi D	Leanne	Tracey Williams	Laura	Stacey	Michelle	
Sarah R	Nicola T	Jessica	Kirsty	Frank	Adam D	
Neville	Katy C	Lorraine VH	Mihael	Maddie	Rachel C	
Carole	Paul	Zoe K	Breeshey	Sheryl	Sharon P	
Zoe M	Sarah Mu	Evie	Mair	Neil	Tina	
Josh	Nathan	Jason	Chris H	Hilary	Julie L	
Elaine H	Sophie P	Kelly	Louise	Anne	Adam B	
Jo F	Katie M	Viv	Joanne	Jackie C	Bev	
Luke B	Stewart G	Dave			Samantha	
Rebecca D	John T	Vari			Sarah P	
Angela	Heather	Shez			Nikki	
	Nicolas J	Corrine				
	Lisa S	Claire L				
		Rob V				
		Denise				
		Trudy				
		Larrayn				
		Emily				
		Francesca				
		Clare H				
		Katie A				
		Jennifer S				
		Rob C				
14	16	26	12	13	14	

Appendix 2 Northgate School Arts College
Positive Handling / Team Teach Report

Name of Pupil	
Date	Time
Duration of Incident	
Staff involved (leader)	1. 2. 3. 4.
Names of Witnesses	1. 2. 3. 4.
Antecedents (events leading up to the incident)	
Behaviours (description of behaviour exhibited by the pupil)	
Consequences (what happened and how was the situation resolved)	
Injuries (to staff or pupil, type of injury and treatment, if any)	
Debrief (was the incident talked through with the pupil and by whom?)	
Any further Actions taken (e.g. Police or SSD involved, IBP etc)	

Justification for Physical Intervention (please tick)	
Physical safety of the pupil 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 his/herself	<input type="checkbox"/>
To prevent or interrupt serious damage to property (describe)	<input type="checkbox"/>
To prevent absconding	<input type="checkbox"/>
To prevent disruption to other youngsters	<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"/>
De-escalation Strategies Used (state all strategies tried)	
Physical Strategies Used (state types of escort/hold used and why)	
Notification	Copy of Form offered to Parent/Carer Yes/No
Parent/Carer informed?	By whom
When (date, time)	
First Aid Offered? Yes/No	First Aid Accepted? Yes/No
Signatures	
Staff involved (leader)	1.
	2.
	3.
	4.
Witnesses	1.
	2.
	3.
	4.
Completed by Checked by (Member of SMT)	
..... Date	

Appendix 3

Physical Interventions that require Team Teach forms to be completed

Neck Holds

- Steering Wheel
- Windmill
- Snake
- Neck Brace
- Elbow Guide
- Spin out of a strangle

Hair Responses

Bite Responses

Two Person Holds

- Friendly Position
- Single Elbow
- Double Elbow
- Figure of Four

Separating Fights

T-Wrap

Half Shield

Any other physical interventions should be recorded in the incident book.

This list is subject to change when the policy is reviewed and/or after any refresher training.



CODE OF CONDUCT

- **To listen to others.**
- **To follow requests.**
- **To treat others with respect.**
- **To take care of all property, both our own and others.**
- **To be responsible for our own actions.**