



# Positive Handling Policy



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Approved Autumn Term 2019

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### **Introduction**

Staff within the Inspire Education Trust are trained to look after pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy.

Only staff trained in the pre-emptive and responsive positive handling strategy techniques of TEAM TEACH will use physical intervention techniques with children when necessary. (*see Appendix 1 for current list.*)

Further details of the TEAM TEACH approach can be found on the TEAM TEACH website. The website address is [WWW.team-teach.co.uk](http://WWW.team-teach.co.uk)

The term positive handling includes a wide range of supportive strategies for managing challenging behaviour. The term 'physical restraint' is used when force is used to overcome active resistance. A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

The school takes seriously its duty of care to pupils, employees and visitors to the school.

- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.

Section 93 of the Education and Inspections Act 2006 enables a school's staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force.

### **Team Teach**

The TEAM TEACH system is recognised by the Local Authority and accredited through BILD - British Institute of Learning Disabilities. Staff undergo a one or two day course (depending upon the severity of behaviour of the children they are working with) led by qualified trainers with a single day refresher course undertaken every two years.

*Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, we would expect accredited staff to take over as soon as possible.*

### **Before using physical controls**

We take effective action to reduce risk by:

- Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.
- Giving clear directions for pupils to stop

- Reminding them about rules and likely outcomes
- Removing an audience or taking vulnerable pupils to a safe place
- Making the environment safer by moving furniture and removing objects which could be used as weapons
- Using positive guidance to escort pupils to somewhere less pressured
- Ensuring that colleagues know what is happening and call for help.

## **Restraint**

At our school we only use physical restraint when there is no realistic alternative. We expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk. Any response to extreme behaviour should be reasonable and proportionate. Physical restraint must only be in accordance with the following:

- The child should be in immediate danger of harming itself or another person or in danger of seriously damaging property.
- The member of staff should have good grounds for believing this.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.
- Once safe, restraint should be relaxed to allow the child to regain self control.
- Restraint should be an act of care and control, not punishment.
- Physical restraint should not usually be used purely to force compliance with staff instructions when there is no immediate danger present to people and property.
- The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity.
- In addition, whilst or before intervention, staff should speak calmly as a way of reassurance e.g. I am doing this to keep you safe

## **Responding to unforeseen emergencies**

Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet.

An unforeseen event may require an emergency response. After that event, staff have a duty to plan ahead and prepare a risk assessment.

## **Risk Assessment**

Risk assessments are required for pupils who exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong.

When considering a pupil's behaviour, staff will think about the following questions:

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

### **Positive Handling Plans**

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. Any particular physical techniques which have been found to be effective should be named, along with any alerts to any which have proved to be ineffective or which caused problems in the past. Positive Handling Plans should be considered along with the child's Statement of SEN and any other planning document relevant to the pupil.

They should take account of age, sex, level of physical, emotional and intellectual development, special needs and social context.

### **Post Incident Debrief**

Following a serious incident, it is the policy of the school to offer support to all involved. This is an opportunity for learning and time needs to be given for following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other peoples' perspective.

It is difficult to devise a framework of support that meets the need of all staff. As individuals we all vary in how much support we need after an unpleasant incident. Generally a member of senior staff would expect to talk to staff and children involved (if appropriate) in any incidents involving violence. If members of staff need time to rest or compose themselves, then the Head teacher or deputy will make arrangements for the class group to be supported.

### **Recording**

- All incidents of unacceptable behaviour should be recorded.
- All serious incidents or incidents involving restraint will be recorded on the appropriate form

Within these recording strategies, all details must be recorded by witnesses within twenty four hours and signed by at least two members of staff. The Head Teacher needs to be informed.

### **Monitoring and Evaluation**

The Head Teacher/Co Head Teacher will ensure that each incident is reviewed and instigate further action as required.

### **Parents**

When there is concern about a child, parents will be invited to contribute to a risk assessment and Positive Handling plan. Written parental agreement will form part of this. Parents will be informed of the school's policies. Parents will be informed following serious incidents.

**Complaints and Allegations**

Any complaints will follow the school's complaints procedure.

**Appendix 1** List of those qualified to use TEAM TEACH techniques.

**Appendix 2** Blank positive handling plan including RA

**Appendix 3** Serious incident report form

School behaviour, child protection, bullying policies etc will all be incorporated into the care package which is used to address each child's needs.



## Appendix 2

### Team-Teach 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 / sounds like?)

**PREFERRED Supportive & Intervention Strategies** (Other ways of C.A.L.M.ing such behaviours. Describe strategies that, where and when possible, should be attempted before positive handling techniques are used).

Verbal advice and support		Distraction (Known Key words, objects, etc, Likes)	
Reassurance		Take up Time	
C.A.L.M talking / Stance		Time Out (Requires a 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.	
Consequences		Contingent Touch	
Planned ignoring		Transfer Adult (Help Protocol)	
Other		Success Reminder – Recommended	

**Praise Points / Strengths:** (Areas that can be developed and built upon). Please state at least 3 Bridge builders.

**Medical Conditions that should be taken into account before physically intervening**  
i.e. Asthma, Brittle bones

**Preferred Handling Strategies:** (Describe the preferred holds: standing, sitting, ground, stating numbers of staff, what "gets out" that can be used when holding, etc)

**De-briefing process following incident:** (What is the care to be provided)

**Recording and notifications required:**

**Please print:**

**Please sign:**

**Establishment:**

**Name:**

**Placing Authority:**

**Name:**

**Parents/Guardians:**

**Name:**

**Name:**

**Signature:**

**Date:**      \_\_\_ / \_\_\_ / \_\_\_

**Review Date:**      \_\_\_ / \_\_\_ / \_\_\_

**Other Factors to Consider:**

- **Key behaviour difficulties**
- **Our understanding of the behaviour**
- **What we want to see instead**
- **Environmental changes that might help**
- **Monitoring progress**
- **How the individual can help**
- **How Parents or Carers can help**
- **Rewarding progress**

**IET RISK ASSESSMENT**

<b>School:</b>		<b>Area/Activity Assessed:</b> Pupil behaviour (specific pupil)			<b>Date:</b>	
<b>Name of pupil:</b>						
	<b>Undertaken by:</b>	<b>Position:</b>		<b>Signature:</b>		
1)						
2)						
<b>Summary of significant risks where action required (or state none)</b>		<b>Summary of Additional Controls</b>		<b>Who is action allocated to</b>	<b>Date action to be completed</b>	<b>Action completed date</b>
<b>Reviewed/Approved by Senior Manager</b>		<b>Senior Manager:</b>		<b>Signature:</b>		<b>Date:</b>

Identification of hazards:	
Describe the foreseeable challenging behaviour of the pupil:	
Is there historical or current evidence of this behaviour?	
Who is most likely to be affected by the pupil's behaviour?	
Identification of risk:	
In which situations is challenging behaviour most likely to occur?	
How likely is it to occur in these situations?	
What kinds of injuries or harm are likely to be suffered?	
How serious are the adverse outcomes?	
Existing control measures:	
What is being done pro-actively to prevent challenging behaviour?	
What early interventions are in place if behaviour becomes challenging?	
What is done reactively to respond to adverse outcomes?	
Additional Control measures required (these measures should be moved into the section above once they are implemented)	
Proactive measures	
Early interventions	
Reactive interventions	
Training for Staff	
Involvement of other agencies	
Other controls required	
Additional support for staff	

