

WINSFORD HIGH STREET COMMUNITY PRIMARY AND NURSERY SCHOOL

Positive Handling Policy

DATE ADOPTED	AUTUMN 2014
LAST REVIEWED	Autumn 2022
AUTHOR/OWNER	Inclusion Team
REVIEW CYCLE	BI-ANNUAL
NEXT REVIEW DATE	AUTUMN 2024

Positive Handling Policy

Vision Statement

At Winsford High Street Primary School we believe that everyone has the right to be happy, safe and respected in a friendly, stimulating environment.

We promote high standards of teaching and learning with clear expectations of courtesy and behaviour. We value individuality and encourage all to achieve their full potential.

Through working together and open communication, we strive to prepare children to take an active role in society.

Introduction

Schools have a 'duty of care' to their pupils. This may involve all staff having to handle pupils to prevent them harming themselves, others or damaging property, whilst at the same time use touch to calm, comfort and divert attention to prevent, manage and reduce the duration of restraint.

This policy has been prepared for the support of all teaching and support staff who come into contact with pupils in reference to recent Team Teach Training undertaken by all Teaching staff and Teaching Assistants. The policy is intended to explain the school's arrangements for positive handling. Its contents are available to parents and pupils.

The policy should be read in conjunction with other school policies relating to interaction between adults and pupils and in particular the Behaviour Policy.

The policy was prepared after whole staff Team Teach training in September 2017. It has been shared with all staff and was agreed with Governors. The person responsible for the implementation of the policy is the Headteacher.

Definitions of Positive Handling

"Restrictive physical interventions involve the use of force to control a person's behaviour and can be employed using bodily contact mechanical devices or changes to the person's environment" (Restrictive forms of physical intervention) ... are designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact ..." (DOH/DFES 2002)

The purpose of the positive handling approach is to reduce the risk to a child and reduce the reliance on restraint by offering positive behavioral supports. In the rare circumstances that it becomes appropriate to use physical contact, minimal force is applied for the shortest time required. Physical intervention will be used as an act of care and not punishment and staff will follow the guidelines outlined below. Staff are required while taking any of the action detailed in this policy to ensure that the pupil understands that this is a last resort and security of the pupil is continually maintained.

Purpose of the Policy

The school believes that good personal and professional relationships between staff and pupils are vital to ensure a positive environment in school is maintained. It is recognised that the majority of pupils in our school respond positively to the behaviour system set in place by the school. This ensures the safety and well-being of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.

Every effort will be made to ensure that all staff in this school:

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
- (ii) Are provided with appropriate advice to deal with these difficult situations.

Members of staff have a responsibility to follow the policy and to seek alternative strategies in line with the school's Behaviour Policy wherever possible in order to prevent the need for physical intervention.

Physical intervention will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff, good order or property are at risk, but should be reasonable and proportionate.

Physical Contact

Situations in which proper physical contact occurs between staff and pupils, e.g. in games or P.E. or in the supervision of children, it may be appropriate to place a very young child on the knee of an adult if the child is very distressed or ill.

Positive Handling

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by hand, arm or shoulder with little or no force.

Restrictive Physical Intervention/Positive Handling

This will involve the use of physical intervention/reasonable force when there is an immediate risk to pupils, staff or risk of significant damage to property. All such incidents will be recorded on a school ABCD form.

ABCD forms are completed as soon as possible after the incident by the adult most involved. The class teacher will invite parents in to share the details and sign the form. A copy of this is to be kept in (Bound and Number book) in the Head Teacher's office, a hardcopy to the SENCo and an electronic copy uploaded to CPOMs. Team Teach forms are signed by the manager first and shared with parents on the day that the incident occurred.

Everyone attending or working in this school has a right to:

- Recognition of their unique identity;
- Be treated with respect and dignity;
- Learn and work in a safe environment;
- Be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- Individual consideration of pupil needs by staff who have a responsibility for their care and protection;
- Expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- Be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- Be informed about the school's complaints procedure.

The school will do all they can to ensure that pupils understand the need for and respond to clearly defined limits which govern behaviour in the school.

We rely on the support of parents to ensure the good behaviour of their child and that he/she understands and follows the school's Behaviour Policy.

Staff Authorised to Use Restrictive Physical Intervention

By reason of their conditions of service, the Headteacher can authorise all teachers to use restrictive physical intervention. All Classroom Assistants may also be authorised to use restrictive physical intervention. Authorisation is not given to pupils, volunteers, parents and midday assistants.

Staff working as a team will create:

- A calm, secure atmosphere throughout school and use consistent approaches;
- Opportunities for pupils to earn praise/rewards. It is important to praise good behaviour as often as possible;
- Opportunities to identify problem behaviour or triggers in order to avoid creating further difficulties i.e. by anticipating behaviour before it occurs;
- Awareness of pupil behaviour so that attention seeking behaviour is seen but ignored where it is safe to do so;

- Opportunities for discussion with the pupil where discussion can take place in order to set targets designed to deal with the difficult or attention seeking behaviour;
- Opportunities for explanation of the action/consequences to the pupil;
- Opportunities for regular contact with parents /carers to share and spread the strategies over a 24-hour period. Parents/carers must be involved in a behaviour programme which has indicated that restraint may be needed and informed if physical intervention of their child has taken place.
- Liaise with outside agencies for support and involvement in the programme to ensure that joined up approaches are in place.

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Staff should adapt the CALM strategy:

C- Communication. (Stance, posture, gesture, facial expression, intonation, scripts)

A- Awareness and Assessment (Reading behaviour, anticipating what might happen next, knowledge of handlings plans)

L- Listening and learning (Give time and space, allow pauses to take up time, give them a way out)

M- Making safe (Objects, space, hotspots, safety responses)

Where unacceptable behaviour threatens good order and discipline and requires intervention, some or all of the following approaches should be taken according to the circumstances of the incident:

1. Meet the pupil's needs.
2. Range of positive behaviour strategies (rule reminders, positively phrased reprimands).
3. Encourage the pupil to make positive choices and develop self-control.
4. Verbal acknowledgement of unacceptable behaviour with a direction to the pupil to refrain.
5. Further verbal reprimand,
 - stating this is the second request for compliance;
 - to provide an explanation of why observed behaviour is unacceptable;
 - to provide an explanation of what will happen if the unacceptable behaviour continues.
6. Warning of intention to intervene physically and that this will cease when the pupil complies. If possible summon assistance.
7. Physical intervention - reasonable force using the minimum degree of force necessary to prevent a child harming him or herself, others or property (this should be a restraint taught in Team Teach training). The best interest of the child should be kept at the forefront of the situation.

Types of Incidents Where Physical Intervention May Be Required

The incidents described in Circular 99/9 and Department of Education 2002 fall into three broad categories:

- (a) Action due to imminent risk of injury to themselves or others;
- (b) Action due to developing risk of injury or significant damage to property;
- (c) Action where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations which fall into one of the first two categories, (a) or (b), are:

- A pupil attacks a member of staff or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;

- A pupil is running in a corridor or on a stairway in a way which he or she might cause an accident or injury to himself, herself or to others;
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category (c) are:

- A pupil persistently refuses to obey an instruction;
- A pupil is behaving in a way that is seriously disrupting a lesson.

Before using any Physical Intervention

Staff will implement a series of positive behaviour management strategies in line with the School's Behaviour policy.

- Praise and encouragement
- Proud Cloud/ Wow Walls in the classrooms
- Awarding of ClassDojo's
- Following an individual praise system
- Merit badge winner
- Golden Time
- Deputy Head and Head teacher stickers

Further negative consequences may be necessary. The following may be utilised:

- Not earning ClassDojo's
- Loss of a Golden Moment
- Expectance that the pupil will clear up a mess and take responsibility for their actions
- Withdrawal
- Receiving a reminder line with the school's Behaviour policy e.g. warning, last chance, time out and reflection.
- Meeting with parents/guardians
- Exclusion
- Alternative behavior systems, e.g. Points system and Dot system

Acceptable Measures of Physical Intervention

The use of any degree of force can only be deemed reasonable if:

- It is warranted by the particular circumstances of the incident;
- It is delivered in accordance with the seriousness of the incident and the consequences which it is intended to prevent;
- It is carried out as the minimum to achieve the desired result;
- The age, level of understanding and gender of the pupil are taken into account;
- It is likely to achieve the desired result.

Wherever possible, assistance will be sought from another member of staff before intervening.

Physical intervention strategies that are used with a child should be in accordance with Team Teach Training that all Teaching staff and Teaching Assistants received (see appendix 1 for names of staff members trained).

Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.

Any such measures will be most effective in the context of the overall ethos of the school, the way in which members of staff exercise their responsibilities and the behaviour management strategies used.

Individual Positive Handling Plan

Some children may have an individual positive handling plan in place with individualised strategies to minimise the risk of harm to that child or other children. The plan outlines the triggers of repeat behaviour which may require physical intervention, preferred strategies to reduce the behaviour and the Positive Handling strategies put in place if required. The plan is written by the child's teacher and the child's parent or guardian.

Accidental Injury to a child whilst completing any physical intervention

Decisions in any situation where the possibility of using physical intervention may arise, staff will always make decisions that cause the least harm to the child and others around them.

Any physical intervention used should always be **Reasonable, Proportionate and Necessary**.

Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints received by the Headteacher from parents, staff or any other persons regarding alleged ill treatment of pupils or injuries received by a student during the course of physical intervention must be investigated fully by the Headteacher.

The Chair of Governors will be informed of complaints.

Children who have been subject to physical intervention will be given the opportunity to discuss the incident with a member of staff at the first reasonable opportunity following the incident. Such discussions will offer pupils and school fresh opportunities to work together and to renew relationships that may be strained by the incident. Pupils will be informed of ways in which their behaviour could change in order to prevent a repetition of the incident.

It is particularly important that this is done properly to increase the chances of pupils learning from the experience.

Parents may not request that individual pupils be exempt from physical intervention, as outlined in the policy, as this policy will be implemented on health and safety grounds.

The full policy is available upon request.

Anyone wishing to make a response to the full policy may do so in writing to the Head Teacher.

Head Teacher: Mark Joule

Reviewed by: Rachael Baker Autumn 2022

Chair of Governors: Mike Whittaker

Appendix 1- staff trained to use Team Teach

Head Teacher – Mark Joule

Deputy Head Teacher-Caroline Lowe

Assistant Head Teacher – Kerry Robbins

Assistant Head Teacher- Nick Askey

Assistant Head Teacher- Katie Taylor

Assistant Head Teacher- Jenny Garnett

Teachers

Carys Williams

Olivia Fox

Ryan Allen

Lucy Cooper

Chelsea Price

Sophie Coleman

Sue Ferguson

Helen Barwick

Sian Moorhouse

Claire Stanway

Alex Bullen

Megan McCabe

Laura Lauder

Sue Brook

Olivia Warrell

Lisa Raistrick

Joanne Yates

Rachael Baker

Richard Bratt

Sarah Powell

Teaching Assistants

Claire Grant

Charlotte Lancaster

Deb Baxter

Cara Shorten

Bethany Carter

Julie Davies

Kerys Baxter

Amy Williams

Heidi Rhodes

Tricia Burrows

Amanda Lancaster

Yvonne Addis

Donna Clarke

Adele O'Mara
Anita Johnson