

Stradbroke Primary Positive Handling Policy

Supporting the achievement of all children



<u>Written By</u>	<u>Written Date</u>	<u>Review Date</u>	<u>Approved by</u>
David Bavington	Sep 2022	Sep 2023	Governing Body

INTRODUCTION

This policy has been developed considering DfE Guidance (July 2013) on “The use of reasonable force” in conjunction with section 93 of The Education and Inspections Act 2006.

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

Education Act 2011

Use of reasonable force – advice for head teachers, staff and governing bodies July 2013

It also follows the BILD code of practice for the use and reduction of restrictive physical interventions (2010).

This policy should be read in conjunction with other school policies relating to interaction between adults and pupils in school:

- Behaviour policy
- Intimate care policy
- Safeguarding policy
- Stradbroke Primary School COVID Risk Assessment

The development of this policy is aimed at supporting all teaching and support staff and for volunteers in school to explain the school’s arrangements for the care and control of its pupils. This policy gives information on the use of reasonable force to control or restrain pupils, using the Team Teach approach.

Section 93 of the Education and Inspections Act 2006 states that reasonable force may be used to prevent a pupil from doing or continuing to do the following –

- Committing any offence
- Causing personal injury to, or damage to the property of any person (including the pupil himself)
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving an education at the school, whether during a teaching session or otherwise

Teachers and non-teaching staff should always act with an appropriate “duty of care”. They should follow the guidance of this policy.

The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. All staff have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are put at risk.

Aims

- To achieve a consistency of attitude and approach by staff to create a sense of security and safety whilst giving clear expectations to students.
- To create a community with a warm, calm atmosphere.
- To ensure consistent management of behaviour across the school.
- To ensure governors, parents / carers, staff and students understand their roles and responsibilities in the area of behaviour.
- To promote continual development of staff, parents and outside agencies in the area of positive behaviour management.
- To develop a partnership with parents / carers in the behaviour management of their child.
- To ensure staff are aware of multi-cultural / multi-faith aspects which may have an impact on a student's behaviour management.
- To provide language / communication support where possible.
- To ensure that – where positive handling is used – the risk of exposure to, or transfer of, COVID of both staff and children is minimised, where possible.

Ways to promote positive behaviour at Stradbroke

- The attitude and behaviour of every member of staff working together as a team is vital to create and maintain a positive ethos.
- Staff should provide a positive role model for pupils, through their professionalism.
- All pupils should be respected as individuals.
- The delivery of lessons should be appropriate to the needs of individuals.
- Pupils are encouraged and expected to respect each other, staff, visitors and the school environment and those they meet when out of school.

TEAM TEACH AT STRADBROKE

Team Teach is a structured, non-violent staff development programme that promotes:

Techniques (that are) Effective (with) Anger, aggression Management (utilizing) Therapeutic Educational Awareness Communication Handling (Strategies).

The approach is holistic and promotes positive and protective handling strategies. Great emphasis is placed on enabling individuals with attitudes, skills and knowledge to prevent and de-escalate situations and behaviours before physical intervention becomes necessary. However, Team Teach does recognise that there will be times when staff are left with no other option than to hold a student. The system teaches safe, effective ways to do this whilst making sure that the best interests of the child is the paramount consideration and that any handling used is reasonable and proportionate to the circumstances it was intended to prevent.

Team Teach techniques seek to avoid injury to pupils, but it is possible that scratching and bruising may occur accidentally; these are not to be seen as failures of the technique but a regrettable and infrequent side effect of ensuring the pupil remains safe.

POSITIVE HANDLING PLANS

When routine classroom management is not effective in dealing with incidents of inappropriate behaviour, it may be necessary to draw up a Positive Handling Plan for a pupil. The class teacher, Head teacher and Inclusion leader are responsible for drawing up the plan in conjunction with parents and other agencies as appropriate.

The plan will indicate the undesirable behaviour being exhibited and possible triggers. It will show guidelines for managing behaviour in order to prevent incidents and instructions of how to intervene when the behaviours occur. Team Teach positive handling strategies that may be used are listed, as are communication needs and arrangements for reporting incidents to parents and reviewing the plan. The Head Teacher, Inclusion leader and parents will sign the plan and parents will be given a copy. A copy will be available in the classroom and will be discussed by the class teacher with all staff who work with the pupil. (Unfamiliar staff e.g. supply staff will be directed to the plan for consistency of behaviour management.)

RECORDING INCIDENTS OF POSITIVE HANDLING AND OF INJURY

When incidents of Restrictive Physical Intervention (RPI) occur, these incidents will be recorded in a bound and numbered book which is kept by the Inclusion leader. These will be discussed with and signed by a member of the Senior Leadership Team (SLT). This will form the debrief, repair and reflection process that will follow an incident. This book will also show any accidents or injuries to staff or pupils. This booklet was updated in line with advice given by Fusion Teaching Alliance in September 2021.

At a time when it is felt the pupil involved is calm, a member of staff will go through the repair and reflection process with them to help them to better understand their behaviour. It must be

remembered that the pupil may need a communication aid e.g. Makaton, rebus symbols etc to aid this process.

ROLES AND RESPONSIBILITIES

Governors

- To monitor, review and amend the policy, at least annually
- To monitor Incident and Accident forms

Senior Management

- Oversee the implementation of behaviour and discipline procedures in school
- Liaise with outside agencies with regard to general behaviour policy procedures
- Monitor and evaluate the effectiveness of the policy
- Support staff in dealing with behaviour issues
- Coordinate training for staff
- Issue a copy of this policy to all members of staff and ensure they sign to confirm they have read and understood it

Class teachers

- Discuss and share the plans with all staff working with the pupil
- Report all incidents by the end of the current school day – or within 24 hours of when the event occurred – and record and sign incidents in the incident booklet
- Record and evaluate incidents of inappropriate behaviour
- Complete incident forms when necessary
- Refer serious concerns to SLT
- To receive and read this policy and sign to say they have understood the principles of it

Parents / Carers

- Support Stradbroke's commitment to Team Teach and agree that the positive handling strategies can be used with their child if it becomes necessary.
- Agree the expectations of pupils' behaviour in the school policy, and encourage their child to accept the standards wherever possible.

- Support the school and contribute towards achieving these standards, by reporting on progress and achievements of their child.
- Report any concerns they have to the school.

REINFORCING POSITIVE BEHAVIOUR

Any reinforcement used should be age-appropriate, applied fairly and given with regard to equality of opportunity for all students. They will be selected according to their ability to motivate the pupil and their appropriateness to the level of achievement of a given target. Some students will require immediate reinforcement, whilst others will be able to wait till a later date to receive a treat or collect points for a bigger reward. All rewards should help pupils work towards behaving appropriately as it's the right thing to do and not because they know a reward will follow a spell of calm behaviour.

APPLYING SANCTIONS

The school believes that positive reinforcement is the most effective way of encouraging appropriate behaviour. However, sometimes sanctions may be needed. Staff will assess that pupils are aware that their behaviour is unacceptable and that the behaviour is within the control of the pupil before a sanction is applied. Sanctions will be used sparingly, sensitively and after due care and consideration.

COMPLAINTS

The availability of a clear policy on reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be investigated through the School's Complaints Policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and / or Child Protection Procedures.

DEFINITIONS OF POSITIVE HANDLING

No legal definition of reasonable force exists. However, for the purpose of this policy and the implementation of it in Stradbroke School:-

- Positive handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself/herself, others or property.
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause. (Para. 3.4 page 10 DFES Guidance Ref: LEA/0242/2002 – contact DFES SEN Schools Team.)

Physical contact

- There are situations in which proper contact occurs between staff and pupils. Examples of these would be in the personal care of pupils with complex medical needs, toileting needs etc., in games/PE, or to comfort a pupil in distress.

Physical Intervention

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

Physical Control/Restraint

- This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of “reasonable force” should be seen as a last resort. All incidents must be recorded and stored in an accessible way.
- The incident booklet is kept in the Inclusion office and mirrors the book used by Fusion Teaching Alliance who have done the team teach training at Stradbroke.
- The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

Considerations for hygiene during the COVID-19 pandemic:

IT SHOULD BE NOTED THAT, WHERE POSSIBLE, STAFF WILL ACCESS AND USE APPROPRIATE PERSONAL PROTECTIVE EQUIPMENT (PPE) WHEN RESTRAINING, OR INTERVENING WITH, A PUPIL – I.E. FACE MASKS, SPIT GUARDS. WHERE THIS IS NOT POSSIBLE (FOR EXAMPLE, THE NEED TO INTERVENE IS IMMEDIATE), CORRECT HAND WASHING AND HYGIENE PROCEDURES WILL BE FOLLOWED BY STAFF.

Important Definitions

Seclusion

- Forced to spend time alone against will
- Requires statutory powers other than in an emergency

Time out

- Restricting positive reinforcement as part of a planned behavioural programme
- Requires written agreed plan

Withdrawal

- Removed from the situation but observed and supported until they are ready to resume

Staff

The following members of staff are Team Teach trained: John Sitch, Stephen Nash, Lauren Ambler, Millie Bridle, Helen Spick, Simon Wright, Nicola Myers, Joanne Jasper, Jayne Humphries, Amanda Walker, Claudia Spelten, Angela Crowther, Jonathon Rawling, Kerry Mosley, Katie Walker, George Aldis, Emma Dolby, Emma Dower.