



Positive Handling Policy

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Summer Lane Primary Positive Handling Policy

1. Introduction

At Summer Lane Primary School, the safety and welfare of our pupils, employees and visitors to the school is of the utmost importance. This policy has been created to ensure that, should the situation arise, staff and parents are aware of the correct procedures in the use of force to restrain or physically direct a child, regarded as a last resort when there is no realistic alternative. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and absolutely necessary.

It should be considered alongside the most recent national guidance in positive handling as well as alongside the following relevant policies:

- Behaviour Policy
- Exclusion Policy
- Health and Safety Policy
- Safeguarding/Child Protection Policy
- Anti-Bullying Policy
- Equalities Policies

This policy has been written with reference to the following resources:

- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)
- <http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/clneeds/a0013105/guidance-onthe-use-of-restrictive-physical-interventions>
- <http://www.homeoffice.gov.uk/publications/police/operational-policing/pac/codes/?view=Standard&pubID=810826>
- Legislative links - Education and Inspections Act 2006 <http://www.legislation.gov.uk/ukpga/2006/40/contents>
- DfE Use of Reasonable Force, Advice for Headteachers, staff and Governing Bodies

2. Aims

This policy aims to give all members of the school community clear guidance so that any physical intervention that they undertake is carried out in a way that supports the school's values. 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 school will ensure that pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school.

3. Principals

An effective behaviour and discipline policy should secure an orderly and purposeful atmosphere in which activities and learning can take place. There may, however, be rare occasions when staff will need to use 'reasonable force' and the use of restraint or physical interventions in order to prevent injury, damage to property, the breakdown of discipline, or control children or young people for safety reasons. The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a pupil. The term 'physical restraint' is used when force is used to overcome active resistance. At Summer Lane, restraint is used as a safety-measure, not a sanction. The purpose of any physical contact, including restraint, is to safeguard and promote the welfare of the person being held, along with anybody else whose welfare is being threatened.

4. Positive Behaviour management

All physical interventions at this school are conducted within a framework of Positive Behaviour Management. Staff can minimise the likelihood of any incidents by:

- creating a calm, orderly and supportive school climate that minimises the risk of violence of any kind
- providing an active approach to teaching children how to manage strong emotions
- effective management of individual incidents

The school's Behaviour Policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence poor behaviour and taking steps to divert behaviours leading towards foreseeable risk.

5. Risk Assessment & Behaviour Support Plan

At times some of our pupils present challenging behaviours. It is vital that we adopt the correct approach to dealing with these behaviours for the individual and then implement them consistently. To ensure this the Head of school, in conjunction with those people who know the individual best, will assess the risks posed by the behaviours and then draw up risk assessments & Behaviour Support Plans. The Risk Assessment is part of, and will inform, the Behaviour Support Plan. This identifies triggers and early warning signs that indicate inappropriate behaviours may develop. It will also provide strategies for the individual and for staff to reduce or modify the inappropriate behaviours and to empower the individual to take control of their own conduct. Staff must become familiar with the BSPs of the pupils they work with and follow them precisely. There may be aspects of physical intervention included in these behaviour plans. Only those staff who have undergone the relevant Team Teach Training should participate in the physical interventions outlined in the BMPs. School lockdown procedures, especially arrangements for communicating with parents, will be shared via the school website. In the event of an actual lockdown, any incident or development will be communicated to parents as soon as is practicable.

6. Minimising the Need to use positive handling: De-escalation Strategies

All teachers need to be aware of strategies and techniques for dealing with difficult pupils and steps, which they can take to defuse and calm a situation. Before using physical intervention staff at Summer Lane always consider the following:

- Have you exhausted non-physical methods of intervention?

- Have you had regard for the pupil's level of understanding and age?
- As far as possible, have you made your intentions clear to the child?
- Have you discussed and agreed with parents the range of acceptable responses to their child's challenging behaviour?
- How important is the outcome? Does the benefit of achievement involving physical intervention outweigh not achieving without physical intervention occurring?
- Is there another adult present?
- Have you had appropriate Team Teach training?

The use of the following may exclude the need for physical intervention.

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation, reason and distraction.
- Give clear directions for pupils to stop using simple, clear statements.
- Remind them about rules and likely outcomes.
- Speak and move calmly and confidently.
- Well- chosen language is used to de-escalate situations.
- Remove an audience from the immediate location or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and get help before the problem escalates. • Planned ignoring - sizing up which behaviour needs intervention and which to ignore
- Giving a signal - 'the look', catching the child's eye or pointing to him/her when aware that misbehaviour is contemplated or beginning
- Coming closer and touching - having the pupil near an adult or giving a pat on the shoulder while making a limiting demand - proximity
- Showing interest - a student may be diverted from misbehaviour if an adult shows interest in the task
- Humour - kidding the pupil out of it - not sarcasm
- Offering help when the pupil is about to become frustrated
- Regrouping
- Changing activities - when tension mounts or interest flags
- Friendly appeal - a) Appeal to a personal relationship; b) Warning of consequences 'that's dangerous' c) Peer group reaction "what will the others think?"
- Time out. Pupils are made to face away from the group, or sit distant from the group alone •

- Distraction – refocusing attention to a new task or situation

7. Circumstances in which Positive Handling may be used

Physical intervention should be avoided wherever possible and where it is needed, for example where pupils with severe behavioural difficulties present a risk to themselves and others, it must be in the best interest of the child/vulnerable adult and should be only the minimum required. There are times when physical intervention is appropriate but it must be used in ways that maintain the safety and dignity of all concerned as far as this is possible.

*Section 550A of The Education Act 2006 under the heading Power to Restrain Pupils allows teachers and other authorised staff of a school to use reasonable force in accordance with the following:

- If the young person is in immediate danger of harming himself or others
- If the young person is in danger of seriously causing damage or vandalism to property
- Physical Intervention can be used when a pupil is engaging in any behaviour that is prejudicial to maintaining good order and discipline at school or amongst any of its pupils whether in a teaching session or otherwise
- Committing any criminal offence (or for a child under the age of criminal responsibility, what would be classed as an offence for an older pupil).

Examples of situations that fall within these categories might include the following, if:

- 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 significant damage or vandalism to property;
- Misuse of equipment or dangerous materials;
- Carrying and/or using weapons;
- A pupil is running in such a way in which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil absconds from class or tries to leave school (N.B. this will only apply if a pupil could be at risk if not kept in the classroom or at school).
- A disruptive pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving a way that is seriously disrupting a lesson.
- A pupil demonstrated behaviour which causes significant concern for the health and safety of a group or class

8. General advice for staff – Reasonable and Proportionate Use of Positive Handling

The decision to use physical intervention will be taken in the context of the level of risk presented by the behaviour, the seriousness of the incident and the relative risks of the use of physical intervention compared with any available alternative. Positive Handling uses the minimum degree of force necessary for the shortest period of time. 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.

When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

9. Procedures/Action Steps

If physical intervention is necessary, staff should follow the guidelines below to ensure the protection of pupils and reduce their own vulnerability to complaint.

- Be sure that you are aware of and complying with the school policy for behaviour and discipline.
- Staff should have good grounds for believing restraint to be necessary.
- Physical intervention should only be used after all other less intrusive methods have been attempted or considered.
- Wherever possible call for assistance using the agreed help protocol (assistance required) and secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.
- The lead person in any restraint (normally the staff member who has been challenged) must be clearly identified; they will be the one to decide when to ask for assistance from others present. The exception to this is when others in the area perceive the pupil or the staff member to be in danger.
- Staff teams may decide in order to avoid confusion, interrupt, or inflame a situation to use an agreed 'key' phrase (Assistance available) to ask for help. This use of the key word (agreed by all staff in preparation for such an incident) does not alert the pupil with challenging behaviours that you are calling for help. This may help the situation to be kept as calm as possible.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Restraint should be an act of care and control, not punishment. Physical restraint should not be used purely to force compliance with staff instructions when there is no immediate danger present to people and property.

- Tell the pupil why you are restraining them i.e. to avoid the pupil harming themselves or others or property. It is helpful for witnesses to hear you make these statements;
- Whilst holding a pupil, speak calmly as a way of reassurance e.g.; “I’m doing this to keep you safe” or “I’m going to hold you until you are calm.” Continue to communicate with the pupil throughout the incident e.g. “I am holding you safely until you can hold yourself safely” when holding a child to ensure their safety and that of others around. “I care too much to let you hurt.....yourself.....other people.....let yourself do something you would later feel bad about....”
- Make it clear that restraint will be removed as soon as it ceases to be necessary;
- Once safe, restraint should be relaxed as soon as possible to allow the student to gain self-control.
- The circumstances and justification for physical restraint should be noted immediately on Arbor/CPOMs.
- Senior staff should be informed. They will take an early opportunity to discuss the incident with staff or respond to any request for supportive discussion.
- The restraint should be discussed with the pupil (if appropriate) and shared with parents at the earliest opportunity.
- All those involved should be de-briefed after incidents to explore more positive/effective responses to future difficult situations.

Staff have a duty of care to themselves and to others; the duty of care includes taking reasonable measures to prevent harm. When it appears necessary to restrain a pupil, physical restraint is a form of control that is legally defensible once other alternatives have been employed or considered or when the urgency of the situation does not allow for other methods to be employed.

Staff should be aware that they might need to justify their actions if they have used physical intervention. The use of physical intervention will take into account the characteristics of the pupil, including their age, gender, SEN, physical needs or disability, developmental level or cultural issues.

10. Who can use Positive Handling

It is the policy of Summer Lane Primary School that as many staff as is possible are trained in the pre-emptive and responsive positive handling strategies and techniques of Team Teach, to complement the behaviour management approaches and strategies reflected in the school’s Behaviour Policy. Only members of staff in receipt of this training are authorised by the Head of school to use reasonable force, as a last resort, to control or restrain pupils. Authorisation is not given to volunteers, students on placement, agency teachers and visitors. It is the responsibility of the Head of school to ensure that staff are fully informed of the school’s policy and understand what authorisation entails. The Head of school will arrange training and guidance to staff as appropriate. This school has adopted elements of the Team Teach Method for Restrictive Physical Interventions. All training courses have been led by trainers fully accredited by the British Institute of Learning Disabilities (BILD) in accordance with the DfE and Department for Health guidance, and within rigorous guidelines.

11. Responsible Physical Interventions

Restrictive physical interventions may include:

- Bodily contact- where the physical presence of one or more people is used to control a pupil, e.g. physically interposing between pupils; blocking a pupil's path; holding or 'shepherding' a pupil; using agreed, approved restricted holds.
- Environmental- where a change is applied within the environment for example shutting a door or the use of locks or key pads to prevent access to a particular area.

12. Unreasonable use of force/Prohibited forms of Restraint or Holding

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs).

Reasonable force DOES NOT include the following actions, or any others that may reasonably be expected to cause injury or be considered indecent. For example:

- Holding around the neck or collar
- Restricting a young person's ability to breathe
- Twisting or forcing limbs against a joint
- Holding or pulling by hair or ear
- Locking a young person in a room
- Corporal punishment (or the threat of it)
- Any act or threat of an act, such as hitting, kicking, slapping, punching, prodding, poking, throwing an object, rough handling etc... which causes or threatens harm or the expectation of harm to a pupil
- Holding a child face down (supine holds should only be used for specific identified children, if it is the only safe way to hold the child. A dynamic risk assessment will need to be made).

The above actions are forbidden and could lead to disciplinary action against staff.

13. Seclusion

Other than as a one-off emergency measure to protect health and safety, force should not be used to keep a pupil secluded (locked in a room on their own). Seclusion is only lawful by specific court order and will not be part of a planned strategy at this school. Children are not allowed to be put in a room with an adult on the outside. Whenever children need time away from class they will always be supervised by adults in the same room.

14. The Post Incident Support structure for Pupils and Staff

Following a serious incident, it is the policy of this school to offer support for all involved. People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. Any injuries should be reported children in the incident register and both children and staff in the Local Authority Incident Reporting Form. Both are kept in the office. It is important to note that injury in itself is not

evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be taken to repair relationships. When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage. Time needs to be given to following up incidents so that children have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. This is an opportunity for learning for all concerned. Both adults and children may need time to recover and rest or regain composure before returning to class.

15. Recording

Whenever restraint is used the incident must be recorded on CPOMs & Arbor and also an incident on staff form (Available on sharepoint or from the office/SBM). All staff involved in an incident should contribute to the record which should be completed within 24 hours. These records will be retained and cannot be altered.

Staff Should:

- Read through the CPOMS/Arbor record carefully ensuring it is entirely factual and no opinion based language is included.
- Take time to think about what actually happened and try to explain it clearly.
- Complete all names in full.
- Sign and date all forms.
- The report should contain the following:
 - The name(s) and personal details (gender, ethnicity, age etc) of young person(s) involved.
 - The time and location.
 - Names of witnesses.
 - Details of how the incident was triggered and progresses with details of observed behaviour.
 - Details and outcomes of the steps taken to diffuse the situation.
 - A description of the degree of the force used, how applied and for how long.
 - Suggested strategies for assessing risk in the future.
 - Where possible the resolution/restorative work conducted.

Serious Incident Reports should not be completed until the individuals concerned have recovered from the immediate effects of the incident. They should not be rushed. Parents/carers must always be notified if their child has been physically restrained by force. If a member of staff feels that a child's welfare will be compromised they should seek advice from the Head of School.

16. Monitoring and evaluation of incidents

The school incident log is open to external monitoring and evaluation. The Head of school will ensure that each incident is reviewed and instigate further action as required. The records of any incidents will be scrutinised on a monthly basis. The monitoring process will consider:

- The level of incidents across the school
- Patterns of incidents: are they occurring disproportionately with particular pupils, particular teachers, in particular year groups, particular locations/times
- The accuracy of recording
- The extent to which approved interventions are being used

17. 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 on CPOMs & Arbor.
- Recording will be completed on the same day 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 Head 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 and LADO where necessary.
- Parents/carers will be informed by the Head 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. The Senior Leadership Team will use the records kept to analyse patterns of behaviour and so decide whether responses are being effective. The Head will report this information to the SEN Governor at their termly meetings.

18. Complaints Procedure

It is not uncommon for pupils to make allegations of inappropriate or excessive use of force following an incident. Any such allegations should be noted in the de-brief. 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. If there is a concern about a staff member using restraint unnecessarily and there is an allegation against the member of staff, the Management of Allegations against Staff Procedures will be followed. The designated officer within the Local Authority (LADO) will be notified of any allegation against a member of staff and s/he will decide if a Strategy Meeting needs to be held.

19. Monitoring and Review

This policy will be reviewed by the Governing Body every 3 years or as necessary to reflect changes in Statutory Guidance published by the DfE.

Appendix 1: Example Behaviour Support Plan

Behaviour Support Plan

BEHAVIOUR SUPPORT PLAN FOR:		(Name)	
School Name:	Summer Lane Primary School	Teacher:	
Nominated staff member to oversee plan:	Head Class Teacher	Date:	
To be reviewed on:	Termly		

What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
<ul style="list-style-type: none"> Shouting out – looking for attention (positive or negative in classroom environment). Refusing to work Refusing to enter the classroom. <p><u>Strategies</u></p> <ul style="list-style-type: none"> Changing the subject, speaking to <i>Pupil</i> about things he enjoys (Dogs, Hamsters, Motorbikes Baby Yoda) or about yourself and families. Take <i>pupil</i> for a walk or to see Miss XXXX to do a job/Quiet, Calming time. 	<ul style="list-style-type: none"> Hitting and kicking Doors. Throwing his Shoes. Refusing to remove his coat Pushing other children. Walk out of the room where he is. Says unkind things to adults to provoke a reaction. Threaten to hit / throw things at Children. <p><u>Strategies</u></p> <p><i>Continue to use effective Level 1 strategies</i></p> <ul style="list-style-type: none"> Use emotion coaching. 	<p>Runs away and tries to flight.</p> <p>Verbally abuses adults and Peers with unkind words.</p> <p>Throws any object which he finds.</p> <p><u>Strategies</u></p> <p><i>Continue to use effective Level 1 and 2 strategies.</i></p> <p>Hold and restrain if necessary</p> <p>N/A</p> <p><u>Strategies for restraint</u></p> <ul style="list-style-type: none"> Two adults using caring C strategy to escort pupil to a safe place. Pupil interest Pupil to distract him and try to

<ul style="list-style-type: none"> Regular check ins with SLT Project offered for XXXX to work on, provided he complies in school. Talk to the Pupil and make him aware that Mr XXXX will be coming into school Implemented Now-Then -Reward chart Class teacher – Provided with Short Burst -10mins x2 = Reward /Chose Book / iPad 	<p>Help <i>pupil</i> to understand how he is feeling and support him with these emotions and what works for the adult working with him and encourage him to find out what works for him.</p> <ul style="list-style-type: none"> Referred to Compass. SALT Referral SCI Referral 	<p>engage him into the conversation.</p> <ul style="list-style-type: none"> Release Pupil as soon as he appears calm and support him. things he enjoys but sometimes this is not effective enough. Next if not working adults to speak between themselves about the things they know
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What are common triggers?

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De-escalation skills

	Try	Avoid	Notes
Verbal advice and support	θ	θ	_____
Giving space	θ	θ	He needs adult support to calm.
Reassurance	θ	θ	_____
Help scripts	θ	θ	_____
Negotiation	θ	θ	_____
Choices	θ	θ	_____
Humour	θ	θ	_____
Logical Consequences	θ	θ	Pupil can only be spoken to once fully calm.

Planned to ignore Pupil is safe.	0	0	Outside of the classroom, while ever
Take up time	0	0	Pupil enjoys jobs.
Time-out	0	0	Off work until calm.
Supportive touch	0	0	_____
Transfer adult	0	0	_____
Success reminded	0	0	_____
Simple listening	0	0	_____
Acknowledgement done.	0	0	Pupil will acknowledge what he has
Apologising	0	0	Pupil will always apologise
Agreeing	0	0	_____
Removing audience	0	0	_____
Others	0	0	_____

Diversions and distractions / Praise Points

1.

Any medical conditions to be considered before using Physical interventions?

XXXXX

Preferred method Physical intervention?

Intermediate	Try	Avoid	Notes
Friendly escort	0	0	_____
Single elbow	0	0	_____
Figure of four	0	0	_____
Double elbow	0	0	_____
Single elbow in seats	0	0	_____
T Wrap	0	0	_____
T Wrap to seats	0	0	_____
Seats to T Wrap	0	0	_____
T Wrap to ground	0	0	_____
Cradle	0	0	_____

Are there any factors to consider when debriefing? E.g., Communication aids, staff etc.

Hear	<ul style="list-style-type: none"> • Staff de-briefing • Post incident learning
Explain	
Link	
Plan	

How should we record incidents and who should we inform?

- Record incident on CPOMS & Arbor
- Phone call home / speak to parents at the end of the school day in all cases or as soon as an incident as occurred.
- Parents will call to check that XXXXX version of events
- Records updated if required

FREQUENCY/SEVERITY OF RISK (Please highlight a number)

