



# NORTHSIDE Primary School

## Positive Handling Policy

Last review: October 2020

Ratified: October 2020

Review: October 2022

### Rationale

Staff at Northside Primary School are trained to look after pupils in their care and 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.

Central to our policy is the understanding that any positive handling used by staff must be in accord with the idea of "Reasonable Force", and that it will usually only be used as a last resort once all other strategies have been exhausted. The use of force will only be regarded by the school as "reasonable" if the circumstances of the particular incident warrant it, and the degree of force employed is proportionate to the level of challenging behaviour presented, or the consequences it is intended to prevent.

This policy takes into account information provided in DfE guidance: Use of Reasonable Force – Advice for head teachers, staff and governing bodies (July 2013.)

### Key Principles

- To protect every person in the Northside community from harm.
- To protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.

### Northside Values

<b>RESPECT</b>	to value our needs, beliefs and each other
<b>PRIDE</b>	to have confidence in our abilities and celebrate success
<b>INCLUSION</b>	to work together with families and our diverse community to become life-long learners
<b>CHALLENGE</b>	to have high expectations of ourselves so we achieve our best
<b>CREATIVITY</b>	to creatively express our feelings and ideas
<b>RESILIENCE</b>	to develop life skills so we fulfil our potential

### UN Rights of the Child:

#### In Practice

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.

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.

## **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 three 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.*

### **Steps to be taken before using reasonable force**

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.
- Give clear directions for the pupil to stop
- Remind the pupil about rules and likely outcomes
- Remove an audience or take the vulnerable pupil to a safe place
- Make the environment safer by moving furniture and removing objects which could be used as weapons
- Use positive guidance to escort pupils to somewhere less pressured
- Ensure that colleagues know what is happening and call for help by sending the Red Triangle to the office.

### **Reasonable Force**

At Northside Primary School we only use reasonable force when there is no realistic alternative and absolutely necessary. We expect staff to risk assess and choose the safest alternative. 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. If force is used, it should be the minimum necessary for the shortest period of time, this could be guiding by the arm and only if necessary should it be a hold.

Reasonable force must only be used in accordance with the following:

- The child should be in immediate danger of harming him/herself or another person or in danger of seriously damaging property.
- Every effort should be made to secure the presence of other staff before applying restraint, send a 'red triangle' to the school office.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Give a clear oral warning to the pupil that force may have to be used and continue to communicate throughout
- Make it clear to the pupil that you are keeping them safe, and will release them as soon as they can be safe. 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.
- The restraint should be discussed with the child, if appropriate, and the parents informed 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 new 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 Educational Health care Plan (EHCP), Behaviour Support Plans 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 our 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. Using reasonable force on a child can cause emotional stress to the adult involved and it is important that this is taken into account following the incident and support is offered.

## Recording

All incidents of unacceptable behaviour should be recorded electronically on CPOMs. Within these recording strategies, all details must be recorded by witnesses within twenty-four hours. The Headteacher needs to be informed.

	Document	Purpose
Post-Incident / Event	Incident Form	To be filled out in the event of an incident involving: <ul style="list-style-type: none"><li>• risk of harm: e.g. child running off site</li><li>• injury: to self or others</li><li>• physical intervention: emergency or planned</li></ul>
	Incident Log	Any Incident Forms filled out must also be logged by writing the number, date and signing it in the bound book- this is kept in the office. This must also be signed by a member of the Senior Leadership team All Incident Forms and the Incident Logs must be completed within 24 hours of the incident and uploaded to CPOMs
	Notifying Parents	Parents/carers must be notified in the event of an Emergency Physical Intervention, either by telephone, or in person at the end of the school day.

## Monitoring and Evaluation

The 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.



<i><b>NORTHSIDE Primary School</b></i>			
<b>POSITIVE HANDLING PLAN</b>			
Name:	DOB:	University:	
Triggers /Behaviours / Situations likely to result in Physical Intervention: <i>What is the behaviour like? When does it occur? Where does it occur?</i>			
Risk assessment- (Description of Hazard /Likelihood of it happening.)			
Strategies to be used (where possible before physical intervention)			
<i>Reassure/success reminder</i>	<i>Verbal advice support</i>	<i>State alternatives/ consequences choices/limits</i>	<i>Praise partial compliance</i>
<i>Give space</i>	<i>Chill out time</i>	<i>Other staff intervene</i>	<i>Repeat request</i>
<i>Talk calmly</i>	<i>Give a count</i>	<i>Planned ignoring</i>	<i>Remove stimulus</i>
<i>Distraction</i>	<i>Negotiation</i>	<i>Contingent touch</i>	<i>Humour</i>
Other strategies			
Preferred Handling Strategies to be used:			
<i>Friendly Hold (arm around shoulder)</i>		<i>Shield</i>	
<i>Walking</i>		<i>T- Wrap</i>	
<i>Single Elbow</i>		<i>Double Elbow</i>	
<i>Standing</i>		<i>Ground</i>	
<i>Figure of Four</i>		<i>Chairs</i>	
<i>Other</i>		<i>Get out - that can be used when holding</i>	
De-briefing process following incident: What care is to be provided. space, talk through etc			
<b>Signatures</b>			
Child (Where appropriate):			
Parent/Guardian:			
Headteacher:			
Date:		Review date:	