



Positive Handling Policy

2018-2019

Date	Review Date	Coordinator	Nominated Governor
March 2018	September 2018	Gianna Colizza	Ali Durban

Gesher work hard to maintain a positive school ethos where all members of the school community work well alongside each other developing positive working relationships.

We are fully committed to every child receiving the very best education and ensuring that all pupils reach their full potential in a safe, secure, welcoming and nurturing school environment where everyone is valued equally and where the use of positive handling is minimised.

We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to be well behaved and to have a sense of pride in themselves and their school.

We acknowledge that Section 93 of the Education and Inspections Act 2006 allows school personnel to use reasonable force to restrain a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise

(Department for Education – Use of reasonable force)

We understand that there is no legal definition when reasonable force can be used. 'That will always depend on the precise circumstances of individual circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour'. (Department for Education – Use of reasonable force)

We understand that unpaid school volunteers or parents accompanying pupils on an educational visit who have been put in temporary charge of pupils by the Headteacher may use reasonable force if it is an emergency circumstance although this would not normally be the case.

We do not support the use of force as a form of punishment under any circumstance.

Adults at Gesher School have a duty of care to ensure that all children are kept safe to the best of their ability. Procedures are in harmony with DfE guidance on the 'Use of Reasonable Force' (issued in July 2013) as a last resort, it is possible that we would have to use Positive Handling in order to keep a child, their peer or an adult safe. All staff at Gesher will be Team Teach Trained as part of their induction to ensure that they know how to use Positive Handling safely. In the chance that a staff member is new and has not yet gone for training or there is a supply working, they would not be responsible for any sort of physical intervention, except in extreme emergency situations. Positive Handling will usually be done with two adults present.

A risk assessment (Appendix 1), behaviour plan (Appendix 2) and positive handling plan (Appendix 3) are drawn up for children who are more likely to need to be kept safe by Positive Handling. These documents will outline preventative strategies to ensure that Positive Handling is only used as a last resort. Positive Handling Plans (PHP) are read and signed by; parents, class teacher, teaching assistant, deputy headteacher and headteacher. If there is an incident where Positive Handling has had to be used, a letter will be sent home to make parents aware. There will also be a record of all incidents in a bound and numbered book. Gesher's headteacher will be aware of all incidents where Positive Handling techniques were needed.

At Gesher, our aim is to walk a distressed child to a safe place/sensory room and give them calming time there. If for some rare reason, this is not possible, we will physically intervene only to keep the child, their peers or adults safe. This is always done in a calm manner and is never used as a punishment. In most cases a member of the Head/Deputy Head would be present. Staff are confident to support one another and swap with each other if it is felt that it is needed to take space from the child. Staff will ensure that the relationship is restored with the child once the child is ready.

Aims

- To maintain a positive school ethos where all members of the school community work well alongside each other developing positive working relationships.
- To make school personnel aware that they can use reasonable force to with a pupil only in extreme circumstances.
- To ensure compliance with all relevant legislation connected to this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel are aware that they can use reasonable force to control or restrain pupils in certain circumstances;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- the responsibility to reassure all school personnel that they will be supported if they use excessive force;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;

- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that parents are aware that the school does not need the consent of parents to use reasonable force, although would strive to work with parents in these cases;
- provide guidance and support to all staff;
provide training for all staff on induction and when the need arises;
- ensure that all school personnel are aware that they have a legal duty to 'make reasonable adjustments for disabled children and children with special educational needs';
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- annually report to the Governing Body on the success and development of this policy.

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to Team Teach and anything else that comes up this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- take part in training in positive handling techniques;
- be aware of their responsibility in assessing risks in particular circumstances;
- make judgements when the use of force is necessary and how much force is to be used;
- report to the Headteacher all incidents of restraint and record all incidents on the appropriate report form;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and

behaviour at school;

- implement the school's equalities policy;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

• **Role of Pupils**

Pupils will promote a positive image of the school and themselves by (to the best of their ability given their diagnosis of SEN):

- being aware of and comply with this policy;
- listening carefully to all instructions given by the teacher;
- asking for further help if they do not understand;
- participating fully in all lessons;
- treating others, their work and equipment with respect;
- supporting the school Code of Conduct and guidance necessary to ensure the smooth running of the school;

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;

Minimising the need to use force

We have the following in place in order to reduce the likelihood of any member of staff using force:

- A calm, orderly and supportive school climate.
- Strong and effective relationships between pupils and staff.
- A whole school approach to developing social and emotional skills
- An effective staff development programme that develops the skills of positive behaviour management.
- Identifying when an incident is going to happen.
- Using effective strategies to manage all incidents that occur.
- Informing a disruptive pupil that force may be used before using it.

School Personnel authorised to use force

All school personnel whose job involves supervising pupils may use force to restrain a pupil but only in extreme circumstances.

All staff will receive periodic training in pupil restraint with refresher training once a year – full training every 3 years.

Deciding whether to use force

We believe that the use of force and what force to use must always depend on the circumstances of each incident.

We acknowledge that when faced with an incident there is very little time for school personnel to think before making a quick but effective decision.

However, school personnel must be aware of and consider the following:

- Assessing the seriousness of the incident that if force is not used then it could result in injury, damage or disorder.
- After considering alternatives for dealing with the situation, force is the only justifiable way of achieving a positive result.
- Assessing the number of risks connected with using force compared with using other strategies.

Types of Incidents

School personnel will have to make decisions when dealing with any of the following incidents:

Fighting - pupils fighting.

Attack - a pupil attacks an adult or another pupil.

Damage to property – a pupil deliberately damages property or is about to.

Injury or damage – a pupil causes or is about to cause injury or damage.

Absconding – when a pupil tries to leave school which could put his/her own safety at risk, the safety of others or the damage to property.

Defying an instruction – when a pupil persistently refuses to leave a classroom.

Any point where the child is unsafe towards himself or others

Using Force

When faced with an incident and before force is used, school personnel must:

- act in a calm and measured manner;
- show no anger or frustration;

Risk Assessments

Risk assessments are in place for:

a variety of potential incidents
individual pupils

School Personnel Training

School personnel will be trained by an accredited trainer in the techniques of restraint every three years.

All school personnel:

have equal chances of training, career development and promotion
receive training on induction which specifically covers:

All aspects of this policy
Safeguarding and Child Protection
Health and Safety

Supervision of Pupils
Pupil Behaviour and Discipline
Equal opportunities
Inclusion

receive periodic training so that they are kept up to date with new information
receive equal opportunities training on induction in order to improve their
understanding of the Equality Act 2010 and its implications.

Recording Incidents

Records will be kept of all incidents on the appropriate incident bound and numbered book.

Reporting Incidents

All incidents will be recorded and reported to parents by telephone and then by letter of the incident.

Post-incident Support

After an incident has occurred the following procedure will take place:

First aid if necessary
Medical help if necessary
Emotional support to pupils and school personnel
Discussions with parents

Complaints and Allegations

All complaints will be dealt thoroughly, speedily and will be appropriately investigated by using the procedures as stated in the school Complaints Policy.

Raising Awareness of this Policy

We will raise awareness of this policy via:

The School Handbook/Prospectus
The School Website
the Staff Handbook
meetings with parents such as introductory, transition, parent-teacher
consultations and periodic curriculum workshops
meetings with school personnel
reports such annual report to the Governing Body

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Physical Contact with Pupils and Intimate Care

There are occasions when physical contact with a pupil is proper and necessary. Examples include:

- holding the hand of the younger child at the front/back of the line when going to assembly or moving around the school;
- comforting a distressed pupil;
- congratulating or praising a pupil;
- demonstrating how to use a musical instrument
- demonstrating exercises or techniques during PE lessons or sports coaching;
- administering first aid.

Intimate care is defined as any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves but are unable to do because of young age, physical difficulties or other special needs. Examples include care associated with continence and menstrual management as well as more ordinary tasks such as help with washing, toileting or dressing.

It also includes supervision of children involved in intimate self-care.

All children must be supported and encouraged to achieve the highest level of autonomy that is possible given their age and abilities.

We are committed to ensuring that all staff responsible for the intimate care of children undertake their duties in a professional manner at all times. It is acknowledged that these adults are in a position of great trust.

The child's welfare and dignity is of paramount importance. Children must be treated with respect, whatever their age, gender, disability, religion or ethnicity. No child must be attended to in a way that causes distress or pain.

Staff will work in close partnership with parents/carers to share information and provide continuity of care. The religious views and cultural values of families will be taken into account, particularly as they might affect certain practices or determine the gender of the carer.

Careful communication is required with each child in line with his or her preferred means of communication (verbal, symbolic, etc.) Where the child is of an appropriate age and level of understanding permission should be sought before starting an intimate procedure.

School staff, as part of PSED should (in liaison with parents), teach children about their 'private parts' and check that children have names for these parts, where appropriate. This enables the children to express themselves clearly.

Children who require regular assistance with intimate care must have written Individual care plans agreed by staff, parents/carers and any other professionals actively involved, such as school nurses or physiotherapists. These plans include a full risk assessment to address issues such as moving and handling, personal safety of the child and the carer.

Where a care plan is not in place, parents/carers will be informed the same day if their child has needed help with meeting intimate care needs (e.g. has had an 'accident' and soiled him/herself). Information on intimate care must be treated as confidential and communicated in person, by telephone or by sealed letter.

Every child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many carers might need to be present when a child needs help with intimate care. Adults who assist children one-to-one must be employees of the school and be criminal record-checked at the appropriate level.

It is not always practical for two members of staff to assist with an intimate procedure and also this does not take account of the child's privacy. In this instance the member of staff must inform another adult when they are going to assist a child with intimate care.

Wherever possible staff should care for a child of the same gender. However, in some circumstances this principle may need to be waived; for example, female staff supporting boys where no male staff are available. Male members of staff should not normally provide routine intimate care (such as toileting, changing or bathing) for adolescent girls. This is safe working practice to protect children and to protect staff from allegations of abuse.

All staff should be aware of confidentiality. Sensitive information must only be shared with those who need to know.

Disposal of waste products must be in accordance with health and safety regulations and procedures.

Working with children in practical lessons

Where possible the teacher should give verbal instructions and refrain from touching a child. If it is necessary to physically guide or support a child, such as in a PE lesson, then great care should be taken that all touch is appropriate and where possible in a group situation.

Staff should not touch pupils particularly when reprimanding them. However, there may be occasions when a distressed pupil needs comfort and reassurance, which may include comforting such as a caring parent would give. Employees should use their discretion in such cases to ensure that, what is, and what is seen to be by others, is normal and natural and does not become unnecessary, unjustified contact, particularly with the same pupil over a period of time.

It is strictly forbidden for a teacher to use any degree of physical contact that is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation.

Reasonable Force and Physical Restraint

Where necessary reasonable force can be used to control or restrain pupils. The following are examples of where reasonable force and physical restraint may be used:

- pupil attacks on staff or another pupil;
- pupils engaged in deliberate damage or vandalism;
- pupil running down a corridor or stairway in a way likely to cause injury;
- pupil absconds from class or tries to run away from school;
- pupil behaves in a way that seriously disrupts the lesson.

Before intervening physically, a member of staff wherever practicable, should tell the pupil to stop and what will happen if he or she does not. Physical intervention may involve:

- physically interposing between pupils;
- blocking a pupil's path;
- holding;
- pushing;
- pulling;
- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back.

Staff should not:

- hold a pupil around the neck, by the collar or in any way that might restrict the pupil's ability to breathe;
- slap, punch, or kick a pupil;
- twist or force limbs against a joint;
- trip up a pupil;
- hold or pull a pupil by the hair or ear;
- hold a pupil face down on the ground;
- hold a pupil in a way that might be considered indecent.

Never give the impression that you have lost your temper or are acting out of anger or frustration or to punish the pupil. The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour. Any force should be the minimum needed to achieve the desired result.

The member of staff should try and get help from another member(s) of staff and continue to try and communicate with the child throughout the incident making clear that physical contact or restraint will stop as soon as it ceases to be necessary.

Sometimes it may be dangerous to try and restrain a pupil. In this instance remove other pupils, send for help and try and make the area as safe as possible while continuing to try to communicate with the pupil.

Any instances where reasonable force or physical restraint has been used must be reported to the Headteacher and a form completed in a bound and numbered book. Parents are informed through a letter and verbally. Parents are also involved in development and sign the individual Positive Handling Plan.

Headteacher:		Date:	
Chair of Governing Body:		Date:	

Reporting The Use of Physical Restraint/Reasonable Force Form  (a bound and number book will be used)

Name of pupil:	
Year group:	
Name(s) of staff directly involved:	
Witnesses:	
Date of incident:	
Place of incident:	

Details of the incident, restraint used, pupil's response, outcome:

Follow up action to include meeting with parents:

pupil risk assessment

NAME:	DATE OF BIRTH:
YEAR GROUP:	

RISK RATINGS	LIKELIHOOD:	1 = improbable	2 = remote	3 = possible	4 = probable	5 = high risk
	IMPACT:	1 = insignificant	2 = minor	3 = moderate	4 = significant	5 = serious harm

No.	Initial Risk Assessment			Residual Risk				
	Details of Risk	Impact (I)	Probability (P)	Level (I x P)	Mitigation (i.e. controls)	Impact (I)	Probability (P)	Level (I x P)
1								
2								

Add additional rows as required

NB: Please read the Risk Assessment Guidance when completing this form.



Behaviour Support Plan for

Name:

Date:

Possible Behaviours	Possible Causes	Strategies	Communication

Notes:

Likes (possible positive reinforcement, calming etc...)	Dislikes (possible instigators, cause distress etc...)

Additional Notes:

Signed by TA's _____

Positive Handling Plan

Child's Name:

Date of Plan:

Review Date of plan:

What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
Strategies to de-escalate	Strategies to de-escalate	Strategies to de-escalate
Stage 4 Recovery Behaviours	Stage 5 Depression Behaviours	Stage 6 Follow Up Behaviours
Strategies to support	Strategies to support	Strategies to support

What are common triggers?

(Describe common behaviours/situations which are known to have led to Positive Handling being required. When is such behaviour likely to occur?)

Prevention

(Changes to routines, activity, personnel or environment which might reduce the risk of this happening)

De-escalation skills

Verbal advice/support

Distraction (e.g. we don't need to do x now, let's do y instead)

Reassurance
Acknowledge feelings

Take-up time

C.A.L.M talking/stance

Time out

Negotiation

Withdrawal (requires staff/ carer observation)

Choices/ limits

Safe place (cool off) offered
Time allowed out for calming down or cooling off with calming box available.

Humour

Contingent Touch

Consequences

Transfer adult (Help protocol)

Planned Ignoring

Success Reminder

Others?

Diversions and distractions / Praise Points

Medical Conditions that should be taken into account before physically intervening

(i.e. Asthma, Brittle bones)

Preferred Handling Strategies:

(Describe the preferred holds, stating numbers of staff, what "get outs" 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	Date
Headteacher		
Member of SLT		
Class Teacher		
Learning Support Assistant		
Parents		

