

MILLFIELDS COMMUNITY SCHOOL

POSITIVE HANDLING POLICY



Date reviewed: September 2018

Date to be reviewed: July 2019

The Positive Handling Policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for the care and control of pupils presenting very challenging behaviour. The contents are available to parents and pupils. A statement about the school's Positive Behaviour Management policy is on the school website.

PURPOSE OF THE POLICY

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school/provision respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in Millfields Community 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.

Millfields Community School acknowledges that physical techniques are only part of a whole setting approach to behaviour management.

Every effort will be made to ensure that all staff in Millfields Community School:

1. clearly understand this policy and their responsibilities in the context of their duty of care for taking appropriate measures where reasonable force is necessary
2. are provided with appropriate training to deal with these difficult situations.

IMPLICATION OF THE POLICY

The Education and Inspection Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do, any of the following:

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within the school (this includes authorised out-of-school activities);
- self-injuring;
- causing injury to others;
- committing an offence.

Individual members of staff cannot be required to use physical restraint. However, teaching and non-teaching staff work in loco parentis and should always operate with an appropriate 'Duty of Care'; they could be liable for a claim of negligence if they fail to follow the guidance within 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. Staff, therefore, have a responsibility to follow the 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 at risk.

DEFINITIONS

Reasonable force

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

- positive handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming him/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.

Physical contact

Situations in which proper physical contact occurs between staff and pupils, e.g. in the care of pupils with learning disabilities; in games/PE; to comfort pupils.

Physical intervention

This may be used to divert a pupil from a destructive or disruptive action, e.g. 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".

The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

UNDERPINNING VALUES

Everyone attending or working in Millfields Community 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/provision and their parents have a right to:

- individual consideration of pupil needs by the staff who have 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 ensure that pupils are given support to understand the need for and respond to clearly defined limits, which govern behaviour in the school.

AUTHORISED STAFF

In Millfields Community School, all staff are authorised to use reasonable force within the context of The Education and Inspection Act 2006 – ‘The use of reasonable force to control and restrain pupils’.

The school provides training for all staff and retains a list of all those staff trained. The list is reviewed on an annual basis (or more frequently if the context requires it).

The Head Teacher is responsible for making clear to whom such authorisation has been given (in what circumstances and settings they may use force and for what duration of time this authorisation will last). The Head Teacher will ensure that those authorised are aware of, and understand, what the authorisation entails. Those whom the Head Teacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed.

Staff from the Local Authority working within the school

Support services will have their own policies for care and control of pupils. When working within the school, it is the Head Teacher’s responsibility to ensure that colleagues from support services are aware of school policy and practice.

TRAINING

It will be the responsibility of the Head Teacher to arrange suitable training. Training for all staff will be made available. No member of staff will be expected to undertake the use of reasonable force without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Millfields Community School acknowledges that physical techniques are only a part of a whole setting approach to behaviour management. The governors of the school are committed to working within the Hackney Learning Trust’s framework for accessing training in that:

1. It will review its behaviour policy on a two-year cycle at least;
2. Training will be delivered on a needs-based approach and procedures are in place to monitor incidents, following a behavioural audit and implementation of appropriate risk management procedures;
3. All training will include theory on at least the following:
 - causes of challenging behaviour;
 - prevention strategies;
 - positive behaviour management;
 - de-escalation;
 - risk assessment;
 - behaviour support planning;
 - de-brief following incidents.

4. Physical techniques are not treated in isolation and the school is committed to ensuring that, as a result of incidents, learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour.

In addition, procedures are also in place to ensure that appropriate support is provided for staff and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

All the techniques used take account of a young person's:

- age;
- gender;
- level of physical, emotional and intellectual development;
- special needs;
- social context.

Also, they provide a gradual, graded system of responses. Where appropriate, Positive Handling Plans are written for individual children and, where applicable, these will be designed through multi-professional collaboration. These should be included in any Pastoral Support Plans/SEND Support Plans.

Risk assessments need to be completed against each child when physical restraint may need to be used, in the context of identified target behaviour(s) and environments in which they occur. The assessment should identify the benefits and the risks associated with the strategies being proposed.

STRATEGIES FOR DEALING WITH CHALLENGING BEHAVIOUR

As endorsed in the school's Positive Behaviour Management Policy, staff consistently use positive strategies to encourage acceptable behaviour and good order. Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment.

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

- verbal acknowledgment of unacceptable behaviour with request for the pupil to refrain (this includes negotiation, care and concern);
- further verbal reprimand stating:
 - that this is the second request for compliance;
 - an explanation of why observed behaviour is unacceptable;
 - an explanation of what will happen if the unacceptable behaviour continues.
- warning of intention to intervene physically and that this will cease when the pupil complies. If possible summon assistance from a member of the Senior Leadership Team.
- physical intervention. Reasonable force being used to prevent a child harming him or herself, others or property.

TYPES OF INCIDENTS

The incidents fall into three broad categories:

1. Where action is necessary in self-defence or because there is an imminent risk of injury;
2. Where there is a developing risk of injury or significant damage to property;
3. Where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations, which fall within one of the first two categories, 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 at risk of causing, injury or damage by accident, rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor or on a stairway such that he or she might have or cause an accident likely to injure him or herself or 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 are:

- a pupil persistently refuses to obey an order to leave a classroom;
- a pupil is behaving in a way that is seriously disrupting a lesson;
- a pupil is putting themselves in danger

ACCEPTABLE MEASURES OF PHYSICAL INTERVENTION

Millfields Community School will put in place systems for managing and reviewing the following:

- strategies for preventing the occurrence of behaviours which precipitate the use of a physical intervention;
- strategies for 'de-escalation' or 'de-fusion' which can avert the need for a physical intervention;
- procedures for post-incident support and de-briefing for staff, children, service users and their families.

The concept of reasonable force where 'reasonableness' is determined with reference to all the circumstances, including:

- the seriousness of the incident;
- the relative risks arising from using a physical intervention compared with using other strategies;
- the age, cultural background, gender, stature and medical history of the child or service user concerned;
- the application of gradually increasing or decreasing levels of force in response to the person's behaviour;
- the approach to risk assessment and risk management employed;
- the distinction between:

- seclusion where an adult or child is forced to spend time alone against their will in a locked room or room which they cannot leave (NB: this is not a permissible form of control).
- time out which involves restricting the service user's access to all positive reinforcements as part of the behavioural programme;
- withdrawal which involves removing the person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities;
- the distinction between planned physical interventions (where incidents are foreseeable in that they have occurred previously and a response planned following a risk assessment) and the use of force in emergency situations (which cannot reasonably be anticipated);
- first aid procedures to be employed and those responsible for implementation in the event of an injury or physical distress arising as a result of a physical intervention;
- unacceptable practices that might expose service users or staff to foreseeable risk of injury of psychological distress.

Wherever possible, assistance will be sought from another member of staff. Positive handling at Millfields Community School is seen as a proactive response to meet individual pupil needs.

RECORDING

Where physical control or restraint has been used, a record of the incident will be kept. This record should be made in the school Serious Incident Book. This is a hard-backed book retained by the Head Teacher and containing a brief reference to the detailed Restraint Form and Health & Safety/Incident Form as appropriate.

The Restraint Form will be completed as soon as possible after the incident, normally prior to staff going off duty and be signed by all staff involved and the Head Teacher. After the review of the incident, copies of the Restraint Form will be placed on the pupil's file. A Health and Safety Accident/Incident Form will be completed and returned to the Hackney Learning Trust in situations where injury has occurred to either members of staff or pupils. Where staff have been involved in an incident involving reasonable force, they should have access to support as appropriate.

MONITORING INCIDENTS

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Head Teacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force. Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs.

ACTION AFTER THE INCIDENT

The Head Teacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- review of behaviour programme;
- child protection procedure (this may involve investigations by police and/or social services);
- staff or pupil disciplinary procedure;
- school behaviour policy;
- exclusions procedure in the case of violence or assault against a member of staff.

The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

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 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.

OTHER RELEVANT POLICIES

Other relevant policies that cross reference with this one are:
Positive Behaviour Management Policy, Safeguarding and Child Protection Policy and Whistleblowing Policy

APPENDIX ONE



RESTRAINT OF PUPILS – INCIDENT REPORT

DATE OF INCIDENT :	TIME OF INCIDENT :
NAME (s) OF STAFF INVOLVED :	
NAME (s) OF PUPIL(s) INVOLVED :	
NAME (s) OF OTHER STAFF/PUPILS WHO WITNESSED INCIDENT :	
BRIEF DESCRIPTION OF INCIDENT : <i>(Please be objective and factual, outlining how the incident began and progressed, details of pupil's behaviour, what was said by each of the parties, steps taken to defuse/calm the situation, degree of force used, how applied, and for how long.) Please continue on a separate sheet, if necessary.</i>	
REASON THAT RESTRAINT WAS NECESSARY (Highlight):	
<ul style="list-style-type: none">• Danger of personal injury to pupil(s) or member(s) of staff• Prevent criminal act/interrupt current criminal act• To prevent absconding /to retrieve from running away• Damage of property anticipated/actual• Prevent interrupt disruption	
PUPIL'S RESPONSE & OUTCOME OF INCIDENT :	
DETAILS OF ANY INJURY SUFFERED BY THE PUPIL, ANOTHER PUPIL, OR MEMBER OF STAFF, OR ANY DAMAGE TO PROPERTY	

Has record been logged in incident book? Yes/No

SignedDATE

Head teacher's signatureDATE

APPENDIX TWO

RISK ASSESSMENT

Name of pupil:

Age:

Year group:

Risk assessment completed by:

Date:

Types of behaviour causing concern

	Frequency	Intention	Probability of harm	Likely location of behaviour
	Hourly Daily Weekly	Deliberate Accidental Involuntary		
Disruption				
Vandalism				
Bullying				
Fighting				
Violent and aggressive				
Absconding/ absence				
Substance/ alcohol abuse				
Impulsive dangerous behaviour				
Self harm				
Discriminatory behaviour				
Inappropriate sexual behaviour				
Medically related behaviour				
Other (please specify)				

Likely Triggers/Reasons for Behaviour

Please tick behaviour and list the source

Reason		
Frustration		Source (eg. teacher/parent/ support teacher/LSA/CA
Conflict		
Pressure		
Inappropriate response to challenge		
Failure to anticipate/accept consequentiality		
Poor response to structure d environment		
Peer dynamics		
Alcohol abuse		
Drugs/substance abuse		
Control issues		
Learned behaviour		
Sexual perpetrator		
Educational difficulty		
Racial attack		
Gender issues		
Psychological/psychiatric		
Other		

Flash points

(locations, times, and people at greatest risk)

At risk behaviour	Location	Persons to whom behaviour may be directed

5. Rewards/Motivators

List motivators and rewards which the pupil may respond to: