


Sparsholt C of E Primary School

Positive Handling Policy 2022-2023



Review Frequency	Annually
Reviewed by Curriculum Governor	March 2022
Review Date	March 2023
Approved by Curriculum Committee	7 th April 2022
Statutory or Non-Statutory	Non-Statutory
Signature of Headteacher	
Signature of Chair of Curriculum Committee	

Introduction

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.

Staff 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.

Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, whenever possible only staff trained in the pre-emptive and responsive positive handling strategy techniques of Team Teach will use restrictive physical intervention techniques with children where necessary.

Further details of the Team Teach approach can be found on the Team Teach website:

<https://www.teamteach.co.uk/>

The term '*positive handling*' includes a wide range of supportive strategies for managing challenging behaviour. The term '*restrictive physical intervention*' is used when force is used to overcome active resistance.

Section 93 of the Education and Inspections Act 2006 enables a school's staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force.

This policy will be followed when staff have a duty of care to pupils. This can be both in school and whilst off site on school trips etc.

This policy on positive handling should be read in conjunction with our Behaviour & Anti-bullying, Safeguarding, Child Protection and SEND policies.

Steps to be taken before using physical controls

- 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.

Restrictive Physical Intervention

At Sparsholt CE Primary School we only use restrictive physical intervention when there is no realistic alternative. We expect staff to risk assess and choose the safest alternative. This also means that we expect staff to experiment and think creatively about alternatives to restrictive physical intervention which may be effective. 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.

When restrictive physical intervention might be used

The use of restrictive physical intervention may be justified where a pupil is:

1. committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
2. causing personal injury to, or damage to the property of, any person (including the pupil himself); or
3. 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.

Restrictive physical intervention may also be appropriate where, although none of the above have yet happened, they are judged as highly likely to be about to happen.

Restrictive physical intervention must only be in accordance with the following:

- The child should be in immediate danger of harming themselves or another person or in danger of seriously damaging property or committing an offence.
- The member of staff should have good grounds for believing this.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.
- 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.
- Restrictive physical intervention should never be used to force compliance with staff instructions when there is no immediate danger present to people and property.
- The restraint should be discussed with the child, if appropriate, and the parents 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 Assessments

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?

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 (Appendix 3). This plan will be created based on the completion of the 'Challenging Behaviour in School Risk Assessment' (Appendix 2)

The planning process involves considering 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 identified, 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) if one is in place 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.

It is difficult to devise a framework of support that meets the need of all staff. As individuals we all vary in how much support we need after an unpleasant incident. Generally, a member of senior staff would expect to talk to staff and children involved (if appropriate) in any incidents involving violence. If members of staff need time to rest or compose themselves, then the Head teacher will make arrangements for the class group to be supported.

Recording

- All incidents of unacceptable behaviour should be recorded electronically on CPOMS.
- Where an incident involves restrictive physical intervention, it will be recorded on the HCC Physical Intervention Recording Form (Appendix 3) and uploaded onto CPOMS.
- All details must be recorded by witnesses within twenty-four hours and signed by at least two members of staff. The Head teacher needs to be informed.

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.

Complaints and Allegations

Any complaints will follow the school's complaints procedure.

Further policies and guidance relating to Positive Handling

- Behaviour and Anti-bullying
- Safeguarding
- Child Protection
- SEND
- Restrictive physical intervention in schools: Hampshire County Council guidance for schools

Appendix 1

List of those qualified to use TEAM TEACH techniques.

Appendix 2

Challenging Behaviour in School Risk Assessment

Appendix 3

Positive Handling Plan

(The school's behaviour & anti-bullying, safeguarding and child protection policies will all be incorporated into the care package which is used to address each child's needs.)

Appendix 4

Physical Intervention Record form

APPENDIX 1

Staff trained in the Team Teach positive handling intervention techniques as at March 2022 are:

- E Hanratty
- J Gwilliam
- C Rowe

Appendix 2: Risk Assessment document

CHILDREN'S SERVICES RISK ASSESSMENT TEMPLATE FORM RATF-024

Challenging Behaviour In School Risk Assessment (replace with more accurate title of risk assessment if required)

To be completed using local information & using the **Part 3 Guidance Notes** within this document

This assessment is in three parts:

Part 1 – General information & assessment summary comments

Part 2 – The assessment

Part 3 – Guidance notes for carrying out the assessment

PART 1	GENERAL INFORMATION & ASSESSMENT SUMMARY COMMENTS
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School / Site	Insert school or site where assessment being carried out
Name of pupil	Insert name of pupil whose behaviour is being assessed
Year group	Insert year group of pupil under assessment
Assessment date	Insert date when risk assessment is being carried out
Assessment serial number	Insert local serial/identification number for future reference
Assessor's comments	Insert comments relevant to findings as appropriate

Name of assessor	Signature of assessor	Date

Assessment reviews	Set future review dates and sign/comment upon comments		
Review date	Reviewed by	Reviewer signature	Remarks

PART 2	The Assessment
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Behaviours causing concern

Use Table One to record the first two aspects of the risk assessment.

Target

The target column should be used to indicate the person to whom the challenging behaviour is usually directed, using the following key:

Self	The pupil – him or herself
Staff	Members of staff
Visitor	Visitors to the school; members of the public when outside of school
Pupils	Other pupils
Property	The physical environment

Probability

Record an informed estimate of the likelihood that the behaviour will occur again, ranging from:

HL	Highly likely. Existing evidence leads staff to conclude that the behaviour is more likely than not to occur again.
L	Likely. There is a possibility that the behaviour will occur again.
U	Unlikely. Although the behaviour has occurred before, the context has changed or can be changed to make it unlikely to happen again

Seriousness

Make a judgement about the seriousness of each predicted behaviour.

A	This would include physical injury requiring medical attention beyond basic first aid; extensive damage to property; significant distress caused to
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self or others; or lengthy disruption to the normal school routines.

B This includes physical injury requiring basic first aid within the school; minor damage to property; some distress caused to self or others; or brief disruption to normal school routines.

C No physical injury or damage to property; minor distress or disruption.

Influencing factors

These are described in more detail in Table Two. The numbers referring to each factor may be transcribed as appropriate.

Table One

BEHAVIOURS CAUSING CONCERN				
Behaviour (risk)	Target	Probability	Seriousness	Influencing factors
Verbal aggression (threatening, swearing)				
Physical aggression:				
Kicking				
Punching				
Biting Scratching Spitting (circle as appropriate)				
Hair pulling				
Intimidation communicated by physical action				
Other – please specify				
Property destruction				
Running away from immediate environment				

Running off site				
Refusal to move				
Use of equipment as weapon (throwing or hitting)				
Use of weapon				
Other (please specify)				

Influencing factors

Risk assessment also involves an analysis of the “hazards” – the environmental factors which influence the probability of the behaviour causing concern. In a school situation, these “hazards” are likely to include features of the daily timetable, and interaction with other pupils, and even the skills that adults demonstrate when working with the pupil.

Use Table Two below to show the factors that are associated with the behaviours causing concern.

Table Two

POSSIBLE INFLUENCING FACTORS	
1. Periods of unstructured activity	
2. Transition times	
3. Availability of dangerous equipment	
4. Periods of increased pressure e.g. a Home factors (change of home circumstances) b School factors (assessment periods, routine changes) c Other (please specify)	
5. Spaces which involve close physical proximity	
6. Particular pupils/adults (please specify)	
7. Other (please specify)	

Some influencing factors will be particularly closely related to particular behaviours. You may choose to show this by recording the number relating to each influencing factor in the final column of Table One. This will enable you to plan your preventive measures more specifically.

Preventive measures

A range of common preventive measures can be taken to reduce the risk associated with challenging behaviour. Use the table below to show whether these are:

- Currently in place (**P**)
- Currently being actioned (**A**)
- Felt to be inappropriate to the particular risks presented (**I**)

Table Three

PREVENTIVE MEASURES	P	A	I
Proactive measures			
Eliciting pupil view in planning and review			
Providing regular feedback and pastoral support to pupil			
Involving parent/carer in decision-making and planning			
Involving outside agencies (e.g. EP, EWO, Social Services)			
Establishing an individual plan			
Providing regular supervision to staff working with the pupil			
Adapting curriculum arrangements to reflect challenge, choice and structure levels appropriate to the pupil's assessed needs			
Adapting group arrangements to promote positive peer models and minimise inappropriate contact			
Arranging furniture and other equipment to minimise movement and frustration			
Providing frequent rest or change of activity opportunities			
Establishing a positive teaching programme to increase the pupil's range of appropriate skills			
Providing a range of rewards which the pupil can earn by demonstrating the skills defined in the teaching programme, and through other appropriate behaviour			
Identifying the message communicated by the pupil's behaviour			
Agreeing key reactive strategies for handling incidents of challenging behaviour with all staff likely to be in contact with the pupil, and ensuring that these plans are shared with parents			
Providing staff support at difficult times, such as start of day, changeover between lessons, break times, specific lessons			

Systematically reviewing difficult incidents in order to improve upon practice and learn from experience			
Other proactive measures (Please specify)			
Reactive strategies to respond to early warning signs or an escalating situation			
	P	A	I
Active listening			
Environmental adaptation (removing triggers, changing peer/staffing arrangements)			
Diversion/distraction to a preferred activity (Please specify)			
Assistance in the use of an agreed strategy such as a particular communication symbol, or an exit card (Please specify)			
Physical intervention (See Note 1) (Please specify the planned technique)			
Other (Please specify)			

Note 1

All physical intervention must take place within the context of Hampshire's policy and guidance for schools around physical intervention. Specific training in physical intervention is available through Hampshire and Isle of Wight Educational Psychology.

FURTHER MEASURES TO BE TAKEN	RESPONSIBLE PERSON

Table Four

ASSESSMENT SUMMARY				
Challenging behaviour risk assessment summary for:				Completed on:
<u>Behaviour(s) causing Concern</u>	Environment(s) where it is likely to be shown	Seriousness (A, B or C)	Key preventive strategies	Key reactive strategies

END OF ASSESSMENT

APPENDIX 3

Sparsholt Primary School – Positive Handling Plan				
Name:	DOB:	Class	Plan Date:	Medical Information:
Triggers/Behaviours/Situations likely to result in unwanted behaviour <i>What is the behaviour like? When does it occur? Where does it occur?</i>				
Possible de-escalation strategies:- please highlight				
Chill out time e.g. sensory room	Distraction	State alternatives or choices	State consequences	Take up time
Give space	Reassure or success reminders	Other staff involvement (change of face)	Repeat request	Classroom organisation
Talk calmly	Give a count	Planned ignoring	Remove stimulus	Environment factors
Verbal advice and support	negotiation	Contingent touch	Humour	Time out OR time in
Staff withdrawal	Peers withdrawal			
Preferred Handling Strategies to be used:				
De-briefing process following incident:				
Signatures:				
Head teacher:		Date:		
Parent/Carer:		Date:		
Other:		Date:		

Appendix 4

Physical Intervention Record Form



Hampshire
County Council



School DCSF No.....Year Group.....

Name of child/young person

Is this young person a looked after child/SEN/vulnerability?

When did the incident occur?

Date	Day of week	Time	Where?
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Staff involved

Name	Designation	Team Teach trained?	Involved: physically? (P) as observer? (O)	Staff signature

Please describe the incident and include:

1. What was happening before? 2. What do you think triggered this behaviour? 3. What de-escalating techniques were used prior to physical intervention? 4. Why was a PI deemed necessary? 5. Any other information relevant to include.

Team Teach technique(s) used (tick as appropriate)

Technique	Standing/escort	Sitting/chairs	Kneeling	Ground
Breakaway/defensive				
One person				
Two people				

Please give details below of hold, e.g. single elbow, double elbow, wrap, etc.

How long was the child/young person held?

If the child/young person was held on the ground: Did they go to ground independently? * ☐
(e.g. did the child lift their weight off the floor, or go deadweight)

Were they taken to ground by staff? * ☐

**tick as appropriate*

Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the child.

Has the child/young person been held before? Yes/No

A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.

Does the individual support plan need to be reviewed as a result of this incident? Yes/No

Does the risk assessment need to be reviewed as a result of this incident? Yes/No

If yes, who will action and when? (less than four weeks)

Who was the incident reported to, and when?

Was there any medical intervention needed? Yes/No

Include names of any injured person and brief details of injuries

Please specify any related record forms

Accident Book ☐ Anti Bullying and Racist Incident Record Form ☐

Skin Map ☐ Violent Incident Record ☐ Complaints recorded ☐

Other (please specify)

Was the pupil debriefed?	Yes/No
Were staff offered a debrief?	Yes/No
Was it taken up?	Yes/No

Parents/carers were informed

Date	Time	By whom?	By direct contact, telephone, letter?

Form completed by:	Name	Designation	Date and time