

ST GABRIEL'S CE  
PRIMARY SCHOOL

# Positive Handling Policy



February 2021

**St Gabriel's CE Primary School Positive Handling Policy**  
**Our Christian Vision**

Our St Gabriel's family nurtures every child to develop a sense of self belief, giving them **courage** to take risks in a bid to be the best that they can be. They develop **friendship** and **respect** for each other. They are surrounded by God's **love**, guiding them to offer **forgiveness** for those who may do wrong against them. They do this knowing that Jesus is by their side, guiding them to flourish, as they follow their chosen path.

**Philippians 4:13** I can do all things through Christ who gives me strength.

**Introduction**

Staff at St Gabriel's Primary School are trained to look after pupils in their care. 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.

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.

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.

**Team Teach**

The TEAM TEACH system is recognised by the Local Authority and accredited through BILD – British Institute of Learning Disabilities. Staff have undergone a blended learning course (part online and part face to face training) 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 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.

### **Restraint**

At St Gabriel's school we only use physical restraint 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 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. Physical restraint must only be 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.
- 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.
- Physical restraint 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 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) 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 Headteacher will make arrangements for the class group to be supported.

### **Recording**

- All incidents of unacceptable behaviour should be recorded electronically on CPOMS and SIMS
- All serious incidents or incidents involving restraint will be recorded in the Bound and Numbered Book which is kept in the Headteacher's office. Within these recording strategies, 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.

Appendix 1 List of those qualified to use TEAM TEACH techniques.

Appendix 2 Blank positive handling plan including Risk Assessment.

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

Policy written: February 2021

Next review date: February 2024

## **APPENDIX 1**

Staff trained in the TEAM TEACH positive handling intervention techniques as of 22<sup>nd</sup> February 2021 are:

Louise Andrew  
Nicola Boileau  
Jane Bolton  
Linzy Brown  
Kerrie Burrows  
Cheryl Butterworth  
Sandra Cotogni  
Cathy Doyle  
Tracy Dewhurst  
Jane Donoghue  
Chloe Dunlevy  
Jane Dunlevy  
Sultana Dulloo  
Debra Foster  
Lisa Garner  
Aimee Henson  
Madeleine Johnson  
Bushra Malik  
Lynn McCloy  
Fauzia Shahid  
Lisa Walker  
Wendy Ward

**APPENDIX 2**

**POSITIVE HANDLING PLAN**

Name of Child:	DOB:	Year Group:
Date plan started:	Date Plan discontinued:	
Effective strategies previously used: (Please tick)		
Verbal advice		
Reassurance		
Negotiation		
Distraction		
Choice		
Advising of consequences		
Planned ignoring		
Time out		
Staff withdrawal		
Contingent touch		
Success/strength reminder		
Cool-off period		
Use of humour		
Strategies not recommended:		
Physical techniques used effectively:		
Physical techniques used which proved ineffective or problematic:		

### APPENDIX 3

#### Comprehensive list of information to record on incident forms

- ❖ Frequency and length of any physical intervention
- ❖ Name of young person, member of staff and others involved
- ❖ Ethnic background of child / young person involved in Restrictive Physical Intervention:
- ❖ Age
- ❖ Gender
- ❖ Religion
- ❖ Language / communication system
- ❖ Witnesses
- ❖ Date - time - location
- ❖ Nature of the incident
- ❖ Steps taken to avoid the incident
- ❖ Was the physical intervention unplanned (Including and Seclusion) – if, so was a Positive Handling Plan put in place?
- ❖ Nature of reactive strategies employed (NB please name any physical strategies) Distraction / Diffusion
- ❖ Breakaways (specify)
- ❖ Removal (specify)
- ❖ Restraint (specify)
- ❖ Duration of any restraint procedures used
- ❖ How did the young person respond to your reaction to the behaviour?
- ❖ Did the person's behaviour result in them gaining anything they did not have before the behaviour was exhibited e.g. attention from somebody (positive or negative), an object, food or drink, or escape from an activity or situation?
- ❖ Was as required mediation given?
- ❖ Details of any physical contact / interventions
- ❖ Justification for physical contact / interventions
- ❖ Date and circumstance leading to the event
- ❖ Specify any potential implications for the child / young person's proactive or reactive PHP / care plans
- ❖ The aftermath and outcome
  - Injury to child / young person (description - Body Maps)
  - Injury to staff (description)
  - Specify any medical treatment necessary (to whom)
  - Damage to property
- ❖ Any disciplinary measure taken - staff or young person



- ❖ Was the behaviour :
  - A Health and Safety risk?
  - Deliberate?
  - Reckless?
  - Racial?
  - Had a request been made of the person?
  - Had the person asked for, or did they want something to eat or drink?
  - Had the person asked for, or did they want a specific object or activity?
  - How did this person's mood appear e.g. happy, sad, angry, withdrawn or distressed?
  - Did the person seem to be communicating anything through their behaviour?
- ❖ Were the Police contacted?
- ❖ Was a Debrief completed in respect of all staff?
- ❖ Was a Debrief completed in respect of the child / young person?
- ❖ Completed by (name, designation and date)
- ❖ Witnessed by (name, designation and date)
- ❖ Copies forwarded to (Policy requirements and RIDDOR requirements):