



Avenue Junior School Positive Handling Policy

Policy Statement

Staff at this school are trained in Norfolk Steps de-escalation techniques to look after the pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically, they will follow the school's Positive Handling Policy. Any parents wishing to view this policy may do so on the website or request a hard copy from the office.

Introduction

The term 'positive handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of physical intervention to control or restrain a pupil. The term 'physical restraint' is used when force is used to overcome active resistance (See national guidance document Use of reasonable force Advice for headteachers, staff and governing bodies July 2013 (Appendix A)). 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.

Pupils with behavioural difficulties sometimes present a risk to themselves and others. Section 93, Education and Inspections Act 2006 describes the fact that all members of school staff (and others authorized by the headteacher) have a legal power to use reasonable force. Circumstances of when such action may be reasonable include preventing injury to people, damage to property or the breakdown of discipline.

This policy details how we implement the guidance in this school. It should be considered alongside the school's Ready to Learn: Positive Behaviour and Discipline Policy, as well as the most recent local and national guidance. This policy is designed to help staff to ensure that any

actions they take are reasonable, proportionate and absolutely necessary. In any circumstances, Restrictive Physical Intervention (RPI) should only be used as a last resort.

Terms

'RPI – Restrictive Physical Intervention', 'Physical Restraint' and 'Physical Control' are all terms used in this policy to apply to the physical intervention of staff with children.

School Expectations

The school takes seriously its duty of care towards pupils, employees and visitors to the school. Staff protection is an important part of child protection; both depend on confident and competent staff who feel supported by clear and consistent protocols, as well as the SLT and governors. This policy has a clear focus.

- 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.

Positive Behaviour Management

All physical interventions at this school are conducted within a framework of positive behaviour management. The school behaviour policy is intended to reward effort and application, encouraging pupils to take responsibility for improving their own behaviour, as well as implementing appropriate and consistent sanctions. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence bad behaviour and taking steps to divert behaviours leading to foreseeable risk. Parents and pupils are encouraged to participate in the development Risk Reduction Plans by focusing on positive alternatives and choices. However, if problems arise, staff have an additional responsibility to support all and safely manage crises if, and when, they occur. The process of how risk reduction plans are incorporated into the management of challenging behaviours is explained in the RPI Planning Flow Chart (Appendix B)

Alternatives to Physical Controls

A member of staff can take effective action to reduce risk and reduce the need to physically intervene. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for pupils to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.
- If a plan is in place, it must be adhered to unless by doing so, staff feel the problem would worsen.

Modifications to Environment

Ideally, staff will not be waiting until a crisis is underway before conducting a risk assessment of the environment. We know that some pupils at this school may exhibit extreme and possibly dangerous behaviour. In general it is good practice to keep the environment clutter free. This may mean giving consideration to secure storage for a range of everyday objects when they are not being used. For example:

- How is the availability of pointed implements (including pens, pencils, compasses and darts) controlled?
- What small items are available to pupils in crisis who may be tempted to use them as missiles?
- What objects are available to be used as blunt instruments?
- Do they all need to be left out all the time?
- Are there sharp edges or corners which present a risk?
- Is the furniture layout safe and appropriate for pupils who exhibit extreme behaviour?
- Is there a comfortable place to sit with an agitated pupil?
- Are protocols in place to encourage pupils in crisis to take themselves to a safer place?

Scripts

Staff will use a standard, non-inflammatory, script that they can say when they encounter behaviour that could result in harm. All scripts are positively phrased and can help to avert an escalating crisis and give staff the confidence to be proactive about the negative behavior. Scripts also serve the purpose of disempowering negative behaviours such as swearing, as pupils realise that all staff follow the same protocols and that such behaviour does not 'get a reaction'. See Appendix C for standard scripts. Script writing should be undertaken as part of the risk reduction planning process.

The Last Resort Principal

At this school we only use physical restraint when there is no valid alternative. This does not mean that we always expect staff to methodically work their way through a series of failing strategies before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point.

"If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen some time in the predictable future."

Para 10 Page 4 Department of Health – 1997 – “The Control of Children in the Public Care: Interpretation of the Children Act 1989” – London: H M S O

It does mean that we expect staff to conduct a risk assessment in line with the RPI Planning Flow Chart (Appendix B) and choose the safest alternative. It also means that we expect staff to think creatively about any alternatives to physical intervention which may be effective.

Proactive Physical Interventions

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous, provided that it is an agreed part of a Risk Reduction Plan (Appendix D). Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk. Any plan which includes proactive physical intervention should make reasonable adjustments for disabled children, children with medical conditions and children with special educational needs (SEN).

Reasonable and Proportionate

Any response to extreme behaviour should be reasonable and proportionate. Staff should always remain objective and calm. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be fully supported.

When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

Where staff can answer these questions, physical intervention will be judged to be reasonable and proportionate.

Examples of situations where reasonable force might be used are:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

The above examples of situations where reasonable force might be used are set out in the DFE Use of reasonable force Advice for headteachers, staff and governing bodies July 2013). (See Appendix A). This examples are by no means exhaustive and adults working with children must

always use their professional judgement in order to act in the best interests of the child and other children in their care.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause
- personal injury or damage to property.
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Force cannot be used to search for items banned under the school rules.

Force cannot be used to search for items banned under the school rules. Separate guidance is available on the power to search without consent in ‘Screening, Searching and Confiscation’ DFE 2013.

Unreasonable use of Force

It is not reasonable to use physical intervention simply to enforce compliance in circumstances where there is no risk of harm. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Only approved handling techniques should be used (refer to Norfolk Steps techniques); under no circumstances should pain be deliberately inflicted or should pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs). Other than as a one-off emergency measure to protect health and safety, physical intervention should never be used to keep a pupil secluded. Seclusion is only lawful by specific court order and cannot become part of a planned strategy at this school.

Help Protocols

The expectation at this school is that all staff should support one another. This means that staff *always* offer help and *always* accept it. Help does not necessarily mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else’s group. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. They need to agree scripts so that all parties understand what sort of assistance is required and what is available.

Where staff have identified that the need for RPI to be used is likely and so part of a planned response then the appropriate staff will be given a Two-Way Radio Receiver. This will enable them to communicate with other staff trained in RPI in line with Norfolk Steps training and call for help if needed.

Norfolk Steps

It is the policy of this school that *all* staff are trained in the pre-emptive and responsive de-escalation strategies of Norfolk Steps ('Step On' training) and that those staff working closely with pupils with BESD are trained in the positive handling and physical intervention strategies and techniques of Norfolk Steps ('Step Up' training). These skills complement the behaviour management approaches and strategies reflected in the School Behaviour and Pastoral Care Policy. Further details of the Norfolk Steps approach can be found on the Norfolk Steps website (<http://s4s.norfolk.gov.uk/Services/Details/2068>). For staff joining the school mid year training will be arranged as soon as it is practically possible.

Health and Safety

If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported to the person responsible for Health and Safety in the school. In this school, this is the Headteacher or Deputy Headteacher in her absence. We all have shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes things go wrong even when we make our best efforts to do the right thing. Sometimes we are faced with unpalatable choices. In these circumstances we have to try and think through the outcomes of the options available, balance the risks and choose whatever course of action which seems to involve the least risk and that we believe will reduce the risk of harm.

As a minimum requirement, in order to comply with health and safety legislation, each employee has a responsibility to ensure that they are conversant with school and policy and guidance, and to cooperate to make the school safer. It is also a requirement that they participate in training if they are directed to do so. This does not necessarily mean that all staff can be involved in all the physical activities. The non physical aspects of positive handling training are crucially important too.

When considering a pupil's behaviour staff should think about the following questions in conjunction with the RPI Planning Flow Chart:

- 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 Assessment

Informal risk assessments should be a routine part of life for staff working with pupils who may exhibit harmful behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk and reasonable and practicable adjustments cannot mitigate this risk then the correct decision is to do something else.

Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the pupils concerned. Confidence and competence are often related to the level of staff training. Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt. In such cases, the correct decision is not to physically intervene.

Risk Reduction 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 Risk Reduction 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. Risk Reduction Plans should be considered alongside a Statement of SEN and any other planning documents which relate to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special need and social context (see Audited Need for Restrictive Physical Intervention or Restraint (Appendix E) and Roots and Fruits (Appendix F)). Risk Reduction Plans should result from multi-professional collaboration and be included in Pastoral Support Plans or IEPs.

Getting Help

At this school the following support structures are in place:

- IEP's and Behaviour Support plans and Risk Reduction Plans are kept on file in each classroom to ensure all information about each relevant pupil is available to all members of staff working with them.
- Weekly briefing sessions during Staff Meetings to update staff on current issues and to share information.
- Use of help protocols and scripts to remind all staff of availability of colleagues to offer help including change-overs of staff during a crisis situation with a pupil.
- Debrief sessions after a crisis with the pupil(s) involved, reflecting on how crisis was managed by all involved and identifying any points for review or learning.
- Annual refresher meetings on the Norfolk Steps strategies and techniques for all staff, and continuous review by SLT to inform these.

For some children, debriefing may be difficult, particularly if they have poor communication skills. However, it is essential for the pupils' voices to be heard and for the adults in school to support children in their understanding of why RPI was used (e.g. 'to keep you safe...').

Responding to Unforeseen Emergencies

Even the best planning systems cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. The key principals are that any physical intervention should be:

- in the best interest of the child/children;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made there should be a verbal warning. Where possible, staff should always attempt to use diversion or defusing in preference to physical interventions. They should only use the techniques and methods approved for use in this school (STEPS). If staff act in good faith and their actions are reasonable and proportionate, they will be supported.

The Post Incident Support Structure for Pupils and Staff

Following a serious incident, it is the policy of this school to offer support for all involved. People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Any injuries should be reported and recorded using the school's systems. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair relationships. When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. When time and effort are put into a post incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships.

Recording

The school will follow statutory guidance to report all significant incidents involving physical intervention as set out in *The Use of Reasonable Force to Control: Guidance for Schools*, DfE, 2013, Crown Copyright. Whenever overpowering force is used, the incident must be recorded using the approved forms (Appendix G). Record of Harm sheets are kept in folders in the Headteacher's office. All staff involved in an incident should contribute to the record which should

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be completed within 24 hours. The details recorded on the forms are kept confidentially in a locked filing cabinet.

Staff should:

- Read through the school recording form carefully
- Take time to think about what actually happened and try to explain it clearly.
- Complete all names in full.
- Sign and date all forms.

Follow Up

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the Positive Handling Plan, behaviour management policy or this positive handling policy. Any further action in relation to a member of staff, or an individual pupil, will follow the appropriate procedures.

Monitoring and Evaluation

The Headteacher will ensure that each incident is reviewed and instigate further action as required. The school incident log is open to external monitoring and evaluation.

Complaints

The school has a formal Complaints Procedure. The complaints policy applies equally to staff. We are an open school and promote transparent policy and practice in order to protect the interests of staff and pupils alike. Any staff concerns regarding the welfare of children should be taken to the designated person for safeguarding (the headteacher). If an allegation is made against a teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.

The school will refer to the guidelines on allegations against staff set out in the guidance 'Dealing with Allegations of Abuse against Teachers and other Staff' DfE October 2012 and guidance for schools document 2013, Crown Copyright.

Other Relevant Policies

This policy should be read in conjunction with:
Ready to Learn; Behaviour & Discipline Policy
Health & Safety Policy
Safeguarding Policy
Touch Policy
Complaints Procedure

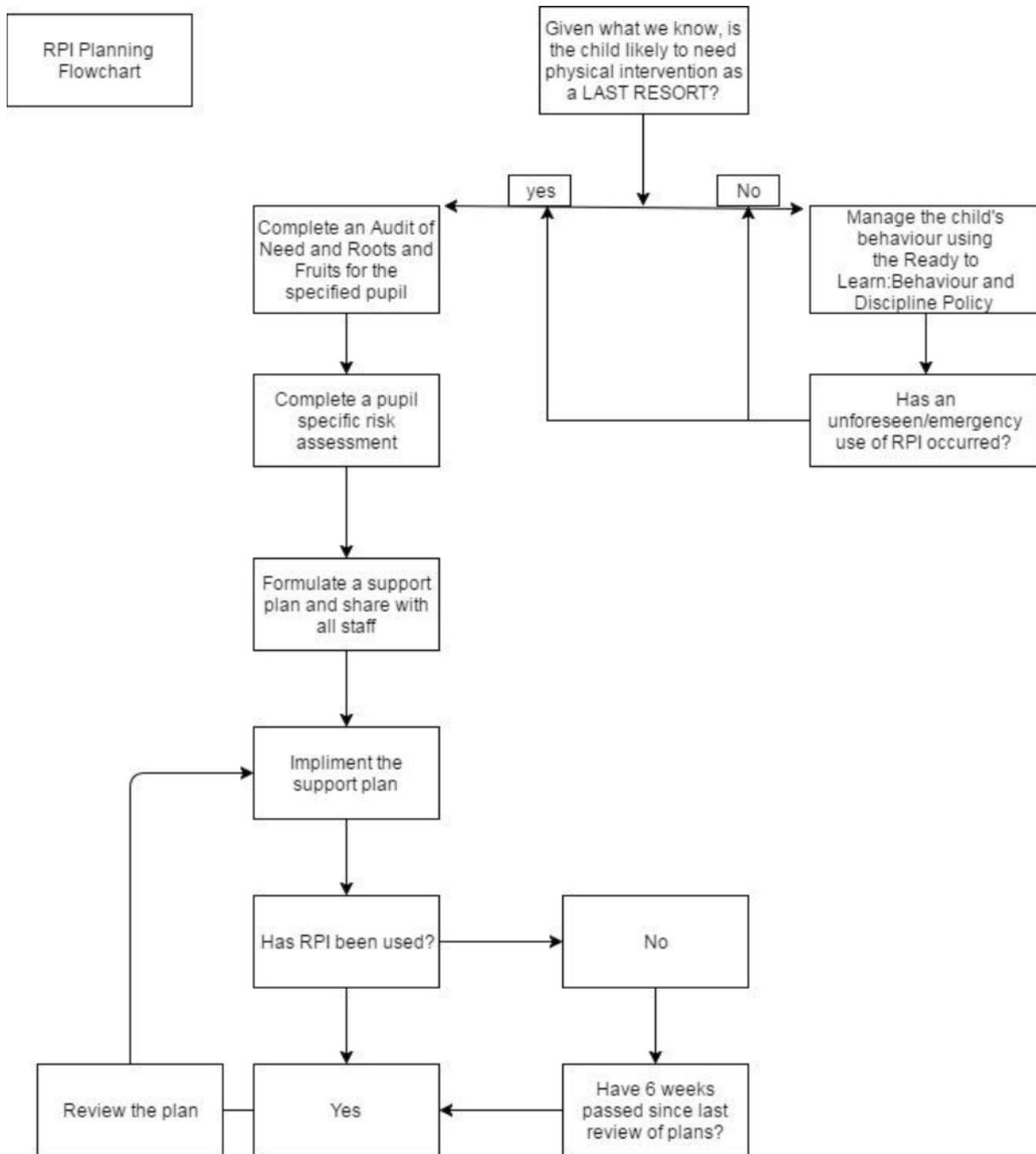
9 Monitoring and review

This policy was formulated with staff and the Teaching, Learning and Pupil Welbeing Committee in June 2017 with regard to most recent guidelines and approved by the Full Governing Body on 3rd July 2017. It is due to be reviewed Summer 2020. Any updates to documents mentioned in the policy will be reported to the committee and the policy amended.

APPENDIX A :

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

APPENDIX B : RPI Planning Flowchart



Appendix C

Scripts

General

“Reading/Listening/Working, _____, thanks.”

Inappropriate language and insults to individuals

“Kind words please”

Unwanted contact with others

“Hands to yourself please”

Running in School

“Walking, thanks”

Settling to Tasks

“Finish your work, thanks”

Leave two minutes if appropriate return and repeat as necessary.

Distracting Noises e.g. calling out

“Save it for playtime, thanks”

Inappropriate physical activity e.g. press-ups/lying down/squatting on chair

“Sitting, thanks”

Wait & repeat

When displaying the beginnings of anger/frustration

“Come on; let’s go to the chill out room”.

Appendix D

Risk Reduction Plan (CHILD)

Child's Name:	
No.of Plans	<i>Sheet of</i>
DoB:	
Age:	
Risk Assessment Coordinator:	
Issue No:	
Issue Date:	
Closing Date:	
Risk Score	

Potential Harm	
Behaviour resulting in potential Harm	

Risk Reduction Measures	Notes
<p>Strategies BEFORE a Crisis</p> <ul style="list-style-type: none"> We will inform all school staff of the consistent approach that the school is taking with Child X. We will communicate with parents to establish a consistency of approach with them. We will share with them the tactics that we find successful....and vice versa we will seek their advice. Staff will create a standard, non-inflammatory, script that they can say when they encounter Child X in an anxious/running-off state. A small team (class teacher/assistant/HT) will consistently handle the 'heavy end' of rewarding/sanctioning. We will seek all the extra help that we need to meet the needs of Child X eg. 	

<p>Involve the Educational Psychologist. Perhaps try and enlist some more Family Support/Strengthening Families. Ask for support from Advisory Teachers at the Area PRU. Make all these professionals part of our consistent plan. We will try to get these professionals to sign up to any suggestions they make.</p> <ul style="list-style-type: none"> • We will create a space in the classroom/school where Child X can have 'time out/withdrawal' perhaps with a bean bag/soft chair and story book/photo book/comic. 	
<p>Strategies DURING a Crisis</p> <ul style="list-style-type: none"> • We will use the Help Script and adopt a De-escalation Stance. • We will Guide and Escort Child X to a quiet area in the room/removal place using 'Escorting Open Mittens' over elbow(s). • We will use 'Open Mittens' to prevent Child X hitting out and guide him away from others. 	
<p>Strategies AFTER a Crisis</p> <ul style="list-style-type: none"> • We will find a quiet time and a quiet place after Child X has run off/shouted/hit out, to listen and learn from the event. • We will use emotional literacy (SEAL) and restorative approaches to connect the 'harm' consequences of Child X's actions. Eg. Because we care about you we don't want to see you hurt yourself! 'Making that noise scared the other children and meant that they couldn't have their lesson today!' This may help Child X to realise the consequences of his actions. We realise that some children do not have any concept of consequence, remorse or harm. We realise that saying 'Sorry!' is sometimes a way of Child X not accepting/avoiding responsibility for their actions. • We will attempt to find a way of learning from the situation. We will try and find out how Child X felt before and during the crisis rather than just ask 'Why did you do that?' We will offer suggestions such as 'If you feel like that again just....' Or even 'What 	

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<p>should we do to help you when you feel like that?’ (Restorative Approaches.)</p> <ul style="list-style-type: none"> • We will consider holding a ‘Restorative Conference’ if there has been significant harm to others....physical and/or emotional. • We will record and report all incidents. (Please see attached). • We will revise and evaluate this current plan in the light of any incidents. 	
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APPENDIX E:

Audited Need for Restrictive Physical Intervention or Restraint

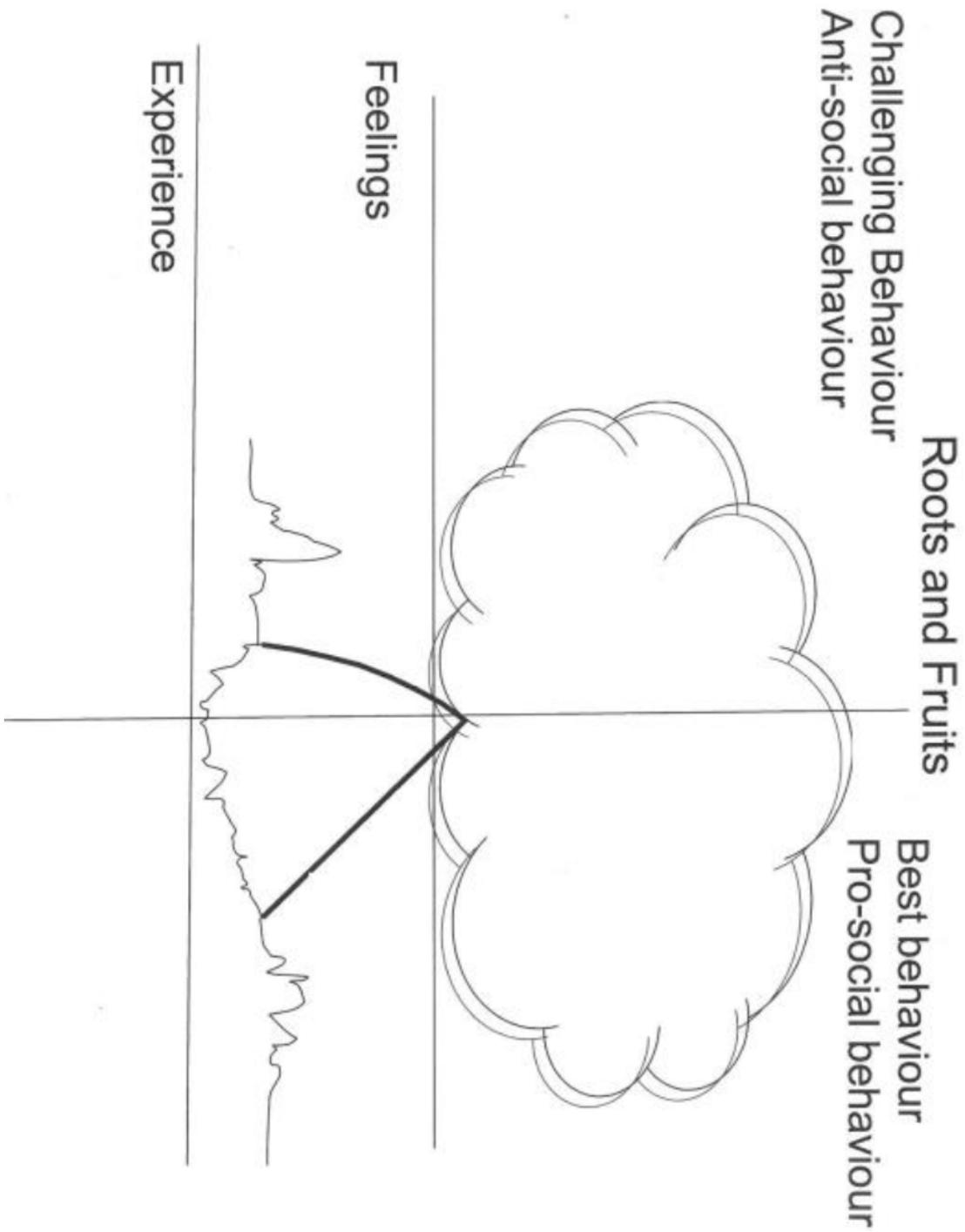
Name	DOB	Age
How well equipped is the service to manage the inclusion (position in circles)		
Is ROOTS & FRUITS updated		
Experiences effecting the child		
Feelings effecting the child		
Physical characteristics (height, weight, proportions, physical differences) is __ tall and weighs __ kg.		
Additional risk factors (medical, physical or emotional vulnerabilities)		
Communication needs (visual or hearing impairment, adaptive communication)		
Is INDIVIDUAL RISK MANAGEMENT PLAN		
Context or triggers for RPI (times, activities, places, people)		
Most effective de-escalation strategies		

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Common de-escalation strategies to avoid
Why are we unable to de-escalate (principle of LAST RESORT)
Staff matching (who is able to avoid RPI, who is able to safely use RPI)
Additional training needs that will improve understanding and de-escalation
JUSTIFICATION (what harm, at what level 1-4 will be prevented)
Environmental changes that will reduce risk
Preferred student shape (penguin, elbow tucked, shield / standing, seated)
Preferred adult shape (standing, kneeling, seated in chairs)
Preferred destination technique (lone worker, figure 4, braced, shield etc.)
Transitions (describe the challenges of taking hold, changing, releasing)
Tips to improve safe outcomes
Tips to improve effectiveness of techniques
Social validity (how may the use of RPI effect the feelings of all involved)
Protective consequences (justified limits on freedom to safely manage RPI)
Educational consequences (what strategies are being taught to the child to reduce RPI)
UNRESOLVED RISK FACTORS (information for management of unresolved risk factors following the audited need process)



APPENDIX F :



APPE



Norfolk County Council

PUPIL INCIDENT REPORT FORM

PART A (to be completed for all incidents involving unruly or unacceptable behaviour by pupils)

NAME OF SCHOOL:	
PUPIL NAME:	
STAFF NAME AND STATUS:	
INCIDENT DATE/TIME/PLACE:	

Nature of incident: <i>(tick boxes as appropriate)</i>	Vandalism		Physical Control	
	Bullying		Absconding	
	Assault		Substance Abuse	
	Diversion		Non-compliance	
	Isolation		Serious Disruption	
	Time out		Other (please state)	

ANTECEDENTS: *(events leading up to incident)*

BEHAVIOUR: *(how did the pupil respond, describe what actually happened)*

CONSEQUENCES: *(how did the staff intervene, how did the child respond, and how was the situation resolved)*

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DETAILS OF ANY RESULTING INJURY: <i>(injury to whom and action taken as a result, e.g. first aid, medical treatment)</i>			
ANY OTHER RELEVANT INFORMATION:			
NAME OF SENIOR PERSON NOTIFIED:		TIME/DATE	
HEADTEACHERS COMMENTS:			
SIGNATURE OF HEADTEACHER:		DATE:	

