



St Bonaventure's Catholic Primary School

Positive Handling Policy

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| Policy Owner | Headteacher |
| Governing Body Committee | Standards |
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This policy is available at <http://www.st-bonaventures.bristol.sch.uk/>



Version History

| Version | Date | Page | Description of Change | Origin of Change |
|---------|----------|------|--|------------------|
| 1.0 | 15.06.15 | | New Policy | |
| 2.0 | 18/09/20 | | New policy following whole school Team-Teach training March 2019- previously physical restraint policy | |
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Introduction

We believe that every member of our school community should feel valued, respected and treated as an individual in accordance with our school vision:

“Striving to be the best we can, guided by the light of Christ”

Central to this vision is the expectation that the children at St Bonaventure’s will treat other people as they would wish to be treated themselves.

At St Bons we promote a nurturing environment which helps children develop into confident, well-motivated and hardworking pupils who enjoy school have high self-esteem and go on to achieve their full potential. We endeavour to achieve this in many ways but the most important include:

- being genuinely interested and concerned for the pupils and staff in our school.
- always being willing to take the time to help the pupils feel better about themselves and to listen seriously to any of their concerns.
- recognising and praising the many positive qualities our pupils show.

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.

Aims

1. To protect every person in the school from harm.
2. To protect all pupils against any form of physical intervention that is unnecessary, inappropriate excessive or harmful.
3. To provide adequate information and training for staff so that they are clear as to what constitute appropriate behaviour and to deal effectively with violent or potentially violent situations.

Team Teach

The TEAM TEACH system is recognised by the Local Authority and accredited through BILD – British Institute of Learning Disabilities. Staff have attended the Team Teach training led by qualified trainers and will attend a refresher course every three years. Newly appointed members of staff will need to attend the full training.

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

The Legal Framework

At St Bons 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.

Under Section 9.3 of the Education and Inspections Act 2006, staff have the right to use “reasonable force” in restraining or holding a pupil. It enables teachers and other members of staff in the school, authorised by the Head teacher to use such force as is reasonable to prevent a pupil from:

- harm;
- committing an offence;
- causing personal injury to or damage to the property of any person (including the pupil him/herself); and/or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

Guidelines

- Physical intervention should only be used when dialogue and diversion have failed to stop the behaviour and should always be the minimum needed to achieve the desired results, taking into account the age and size of the child.

- 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.
- If the behaviour is part of an ongoing pattern, a risk assessment and positive handling plan may need to be written for the pupil.

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'.

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?

Positive Handling Plans

All pupils who have been identified as presenting a risk should have a Positive Handling Plan- **see appendix 2**. 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) if applicable 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 of the child.

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.

All serious incidents or incidents involving restraint will be recorded in the Bound and Numbered Book which is kept in the Head teacher's office using the positive handling incident log form- **see appendix 1**.

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

St Bonaventure's Catholic Primary School

Positive handling record of incident




To be completed by the member of staff administering positive handling within 24 hours of incident.

| | | | |
|---|--|--|--|
| Name of pupil: | | Date of birth: | |
| Date of incident: | | Time of incident: | |
| Adult witness: | | Pupil witness: | |
| Why was positive handling necessary? | | | |
| The child concerned was liable to injury | | Other children were liable to injury | |
| Staff were liable to injury | | Significant damage to property could occur | |
| Other: | | | |
| Outcome of positive handling: | | | |
| Description of any injury sustained due to incident: | | | |

| | | | |
|--|--------|--------|--|
| Date/time parents/carers informed of incident: | | | |
| Parental response: | | | |
| Support offered to staff: | | | |
| Record completed by: | | | |
| Signed: | | Dated: | |
| Head teacher follow up actions: | | | |
| | | | |
| Signed: | Dated: | | |

Appendix 2

| <u>St Bonaventure's Catholic Primary School</u> | | | | | |
|---|--|---------------------------|------------------------|---------------------|---------------------------|
| <u>Positive handling plan</u> | | | | | |
|  | | | | | |
| Pupil name: | | | DOB: | | Date: |
| Date plan started: | | | Date of review: | | |
| Strategies to be used before positive handling: | | | | | |
| Distraction | | Repeat request | | Provide two choices | Other staff to support |
| Chill out time | | Remove stimulus | | Give space | Humour |
| Talk calmly | | Praise partial compliance | | Reassure | Praise partial compliance |
| Other: | | | | | |
| Preferred positive handling strategies to be used: | | | | | |
| Light touch- arm on shoulder | | | Walking | | |
| Single elbow | | | Double elbow | | |
| Caring 'C' | | | Ground | | |
| Other(s): | | | | | |
| Debriefing process following incident: (what care is to be provided?) | | | | | |
| Signatures: | | | | | |
| Staff working with child: | | | | | |

Head teacher:

Parents:

Date:

Review date: