



Positive Handling Policy and Procedures

Aims

- to provide a positive ethos and safe environment in which all its members feel valued, happy and secure and are encouraged to achieve their learning potential and maximise all aspects of personal development;
- to provide all staff with the necessary support and information to enable them to understand their professional and legal responsibility in carrying out their duty of care which may, at times, involve the use of positive physical intervention;
- to inform staff, pupils, parents, carers and outside agencies about the rationale and use of physical interventions in managing challenging behaviours warranting their use;
- to establish consistent procedures for the use of all physical interventions ranging from positive handling to restrictive physical intervention of pupils throughout the school;
- to embed procedures in our practice that work towards minimal use of Restrictive Physical Intervention (RPI) and maximum use of non-intrusive intervention such as positive reinforcement, distraction and other de-escalation techniques.

The school recognises that physically handling children with SEND or medical needs requires particularly careful consideration as their additional needs make them more vulnerable. The school's individual behaviour plans are a way of planning ahead for such eventualities and allow parents to work with staff in constructing a plan that meets the individual needs of the pupil and provides a plan for all staff to be familiar with. The school recognises that bespoke training may be required for staff supporting pupils with complex physical disabilities and medical conditions.

Legal Position

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- *committing any offence* (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including the pupil him/herself);
- 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.

What do we mean by Positive Handling?

No legal definition of reasonable force exists, however for the purpose of this policy and the implementation of it at St Giles: *Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.*

The term 'reasonable force' is used to define an action where staff will need to intervene in order to prevent injury or violence.

Positive Handling by staff can take several forms:

1. Escorting and Holding

The most commonly used forms of physical intervention are escorting and holding. These depend upon the degree of compliance from the child as to whether they constitute 'restrictive'. The development of trusting, confident relationships is of high priority so that children are accepting of the use of the

friendly escort and calming holding to support their own efforts to manage their behaviour. These positive handling holds rarely need force and are not 'restraint'. This may include pushing or holding a wheelchair for a pupil who is an independent wheelchair user.

2. Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force or pushing a child's wheelchair away from the situation.

3. Physical Contact

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

Care should be taken to give good models of behaviour to pupils to support them to develop appropriate social interactions e.g. pupils should sit beside an adult, not on their lap; older pupils should not hold an adult's hand unless necessary, discouraging pupils from hugging adults.

4. Restrictive Physical Intervention (*Restrictive Physical Intervention- RPI*)

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. All such incidents must be recorded and stored in an accessible way. The level of compliance from the pupil determines whether or not the interaction is an intervention or a method of physical control. This includes taking over the control of a manual or power chair for an independent wheelchair user.

School staff use RPI as opposed to holding or escorting as the last resort after:

- appropriate de-escalation techniques have failed to help the child to control him/herself
- instant risk assessment by staff lead them to believe that injury, or serious damage to property, is an immediate danger;
- knowledge of the child's history and behaviour pattern leads staff to believe that speedy removal from the room is necessary to prevent escalation or breakdown of the session or other pupils behaving in a similar manner;
- the pupil has been cautioned that his/her continued choice of behaviour may lead to restraint.

5. Diffusion and de-escalation

We adopt positive behaviour management procedures to diffuse and de-escalate, including:

- listening
- giving time
- reassurance
- distraction
- humour
- deflection to a different activity
- offering choice
- stepping away
- time out
- removing the audience
- clear boundaries - remind child of the agreed rules

6. Procedures

Prior to physical intervention, the member of staff should advise the pupil calmly and repeatedly about what they are going to do and why. The member of staff should continue to consider alternative methods to calm the pupil and reduce the risk of harm throughout the intervention.

Any other pupil and adults present should also be informed about the intended intervention in order to prepare them.

A second adult should be called to reduce the risk of the member of staff or pupil suffering bodily harm and as a witness if allegations are later made about the member of staff.

The other pupils should be removed from the situation to reduce any audience for the behaviour.

If restraint is required for an extended period (for example, more than five minutes), a senior member of staff must monitor the situation closely with a view to safeguarding the pupil and the staff concerned.

Health and Safety

We want to keep all our children and staff safe. A risk assessment must be carried out before any physical interventions are carried out especially if the child has a physical or medical condition.

On occasions, the decision to apply RPI procedures will be based on the need to prevent a child from harming him/herself.

A member of staff may request to be exempted from obligation to intervene physically if it may endanger their own health and safety, e.g. someone who is pregnant, temporarily suffering from an injury etc. In such a case, arrangements will be made to minimise the possibility of the member of staff becoming involved in a situation requiring the use of RPI.

Following an intervention staff must always check that no injuries have been sustained by the child or the person applying RPI.

The Support of Parents/Carers

We work closely with parents to support their child's development. When a behaviour plan is needed this is discussed and agreed by school and home. If it is anticipated that RPI may need to be used regularly then a risk assessment will be carried out. Parents and carers are always informed if Restrictive Physical Intervention is used and the reasons why.

Staff Training

Staff will participate in regular training in behaviour management. This focuses on knowing our children well, identifying reasons for behaviours and positive strategies to manage them well. All staff know that Restrictive Physical Intervention is only allowed as a last resort where the child or other persons are in danger.

Recording and Reporting

It is essential that a risk assessment is completed to assess and manage foreseeable risks for children who present challenging behaviours

It is important that on occasions necessitating its use, RPI is recorded. This is to:

- prevent later misunderstanding of the incident;
- prevent misrepresentation of the facts;
- identify patterns of behaviour;
- allow parents/carers to check the use of RPI at any time;
- allow the Headteacher to monitor the operation of the policy;

- allow Positive Handling Plans or individual risk assessments to be developed for individual pupils who are assessed as being at greatest risk of needing RPI.

All incidents are reported to the parent or carer (if there is social worker involvement then this should be reported to them and any other involved professionals) and to the Head Teacher.

Complaints

Parents/carers must be informed by telephone (the most immediate and favoured communication method), in person, by letter or by note in home-school books of serious incidents of challenging behaviour necessitating RPI. This is the first opportunity for parents/carers to discuss any concerns they might have.

If the parent/carer or child remains anxious, an appointment can be made to discuss the incident with the Head Teacher. At this point, written records and other evidence may be consulted and shared with the parent/carer to help him/her to understand the facts. Presented with the evidence, parents/carers are enabled to see that procedures are followed and actions justified.

If the situation cannot be resolved through informal discussion, the parent/carer may make an official complaint, which will be investigated according to school procedures.

Monitoring of the Policy and Practice of Procedures

Following any incident of RPI, the Head Teacher will receive and read the detailed account of the incident, and interview those involved if necessary. Appropriate follow-up action may then be taken. Any complaints will be recorded, including the nature of the complaint, the time taken to deal with them and the outcome.

Breach to Guidelines

If, after receiving the report of an incident where physical intervention has occurred, the Head Teacher considers the school's guidelines have been seriously breached and that further investigation is warranted, the incident should not be pursued, but action in accordance with Child Protection procedures must be taken. In these circumstances, any school internal investigations must cease and no further statements should be taken. The Head Teacher will contact the LADO (Local Authority Designated Officer) and act on their advice.

This policy should be read in conjunction with the following policies:

- Early Help and Child Protection Policy
- Behaviour and rewards Policy
- Antbullying policy
- Equalities Policy

This Policy has been approved by the Governing Body of St Giles School at the meeting on

Signed: Chair of Governors

Signed: Headteacher

Date for next Review:

Appendix – Croydon advice and guidance

Whole setting behaviour risk assessment

A behavioural policy should be in place - This should be sufficient to deal with the majority of cases where children and young people present challenging behaviours and there is no requirement for specific risk assessment.

A specific risk assessment must be carried out where the behaviour falls outside the scope of existing school policy or staff training - This should consider the hazards arising from specific behaviour the potential impact on staff and others on site, the likelihood of problems occurring and what control measures are needed to reduce the risk (e.g. staff training).

Identify behaviours causing concern

Has there been a history of behavioural difficulties at the setting

Will there be a new pupil intake which could negatively influence behaviour in the setting

Identify hazards – situations where problems can occur

- *Periods of unstructured activity*
- *Transition times*
- *Availability of dangerous equipment*
- *Periods of increased pressure e.g.*
 - *Home factors (change of home circumstances)*
 - *School factors (assessment periods, routine changes)*
 - *Other (please specify)*
- *Spaces which involve close physical proximity*
- *Particular pupils/adults (please specify)*

Decide who might be harmed

The pupils

Members of staff

Visitors to the school; members of the public when outside of school

Contractors working in the school

Evaluate the risks [likelihood of harm occurring x severity if harm does occur]

RISK RATING	Slightly harmful	Harmful	Extremely harmful
Highly Unlikely	Trivial	Tolerable	Moderate
Unlikely	Tolerable	Moderate	Substantial
Likely	Moderate	Substantial	Intolerable

What existing measures are already in place:-

Examples include:

- *Reinforcing existing behavioural policy and code of conduct, including exclusion and punishment techniques.*
- *Environmental adaptations (removing triggers, changing peer/staffing arrangements)*
- *Increasing levels of training within the setting.*
- *Meetings with parents/carers to discuss appropriate strategies.*
- *Having a procedure for providing regular feedback and pastoral support to pupils*
- *Adapting group arrangements to promote positive peer models and minimise inappropriate contact*
- *Increasing levels of assistance available to staff or increasing staffing levels.*
- *Offering counselling and support to staff.*
- *Ensuring that all assaults, however minor, are documented and reported.*
- *Moving the children to another situation on a temporary, part-time or permanent basis.*
- *Active listening*
- *Diversion/distraction to a preferred activity (specify)*
- *Agreeing key reactive strategies for handling incidents of challenging behaviour with all staff*

Evaluate the risks with controls in place [likelihood of harm occurring x severity if harm does occur] Note whether these precautions are sufficient to control the risk.

Are any further actions needed to reduce the risk?

Action by whom:

Action by when:

Risk assessment completed by:

Date:

Review date:

Bank of ideas for behaviour management

- Effective communication between child and adult and adult and child at the correct word level e.g. use objects, photos and keywords at single word level to explain to the child what is about to happen. Symbols at higher levels.
 - Use of objects of reference
 - Photos of reference
 - Symbols
 - Symbols books for individual children
 - Makaton signing
 - PECS
 - Contract cards
 - Symbols timetables
- Set up familiar routines throughout the day
- Sit the child in the same place in the circle/ classroom sitting next to e.g. an adult or a child
- Finish routine i.e. counting 1 – 10, showing finish symbol
- Encouraging independence and child to do things for themselves and asking for help, if needed
- Reward good behaviour at appropriate time and by a means that is relevant to the child by e.g. focused praise e.g. good sitting, stickers, eye contact and smile etc
- Listening to the child
- Looking for signs of anxiety / tension
- Try to defuse situation
- Isolate area so no audience
- Negotiation e.g. you do this and then do that
- Move child away
- Be aware of body language
- Acknowledge and reflect child's feelings
- Timing systems e.g. egg timer
- Secret agreed signs for support / help
- Same worksheet with different rules eg. choose 3 questions to answer from 10
- Find out likes and use these to encourage appropriate behaviour e.g. use of music, songs
- Give opportunities to take part in appropriate tactile and messy activities e.g. corn flour, bubbles, water play
- Use 'likes' to base work around e.g. interest in cars for counting
- Find out dislikes and try to avoid / teach children how to manage them
- Set up box / choosing bag of favourite objects that can be held in lesson time, negotiate and exchange time, if needed. Only use choice of soft toys if they are likely to be thrown.
- Bring child to the circle when it is set up and ready so they do not have to wait
- Take an activity to the child if they will not go to a table

- Give children time to respond
- Support the child to take part in turn taking activities
- Give choices through real objects or AAC so that child has ownership of decision
- Be patient
- Distract with activity, song etc
- Divert to another place, activity
- Be proactive and sing, march, do actions songs etc to prevent behaviours from occurring
- Have parallel activities for children who cannot wait in a large group e.g. If teacher using a big book, child to have their own small book to follow with help
- Realistic expectations – allow child to do activity and then move to something else if they have done what they can
- Encourage child to go to an area for a short period of time, if they dislike it, and build up the amount of time they will tolerate.
- Let a child go first if they cannot wait and then, in time, ask them to wait for the second go.
- If a child waits for their go and then is a problem always involve them last
- Use motivating rewards e.g. stickers, talking to parents in home / school book
- Provide child with elastic / ribbon to play with to encourage them to sit as part of the group
- Assign a member of staff to the child at all times, to e.g. allow some freedom but be ready to intervene quickly if they approach a child or to interact with the child and prevent / keep child away from other children. This may be by setting up a particular area of the classroom that the child has activities set up in.
- Leave a small distance when sitting next to a child so that they cannot grab
- Individual timetables
- Physical activity / quiet activity to ensure the day starts positively
- Splitting of groups / classes to promote good behaviour
- Swopping staff
- Finding out why child is 'good' for staff A and what works for them
- Consistency of approach
- Plan activities where children can succeed
- Move equipment out of the room / area if it causes problems that cannot be managed safely
- Prevent children from doing an activity that is likely to hurt others e.g. always supervise the door if a child is likely to slam it
- Ensure child is ready for learning e.g. is wearing their glasses
- Adult to model play activity for the child and praise for appropriate responses
- Position staff at appropriate places to prevent a particular behaviour from happening
- Explain consequences of behaviour if child understands them e.g. When you put your shoes on you can play.
- Show a symbol of the room / activity with a red cross symbol over it to make it clear to the child that they are not going to the room / activity – show the child the room / activity they are going to do
- If a child becomes agitated when another child is behaving inappropriately, explain or distract the child and reassure them
- To reassure with a quiet hand on the child's shoulder if it is appropriate
- Use a social story to support a child to understand a situation
- Photos of family members / favoured staff in a book to support the child in understanding situations e.g. change
- Substitute skills e.g. tapping quietly
- Allow child to access resources to help them to sit
- Ask for assistance

Strategies

- Good behaviour must be modelled by adults in their interactions with pupils
- Clear, calm language
- Listening to the pupil
- Look for signs of anxiety, tension
- Behaviour management plans for consistent approach to predictable behaviours
- Try to defuse situation
- Use distraction
- Allow time for pupil to respond
- Isolate area so no audience
- Move pupil away
- Negotiate, if possible
- Be aware of body language
- Choices – offer an alternative
- Acknowledge and reflect child's feelings
- Be patient
- Ask for assistance

Ideas for when inappropriate behaviour occurs

- Ignore
- Shape behaviour by modelling the behaviour you would like to see
- Divert through use of e.g. song, actions, favourite toy
- Distract
- Show symbol for the behaviour you want to see
- Tell child the behaviour you want to see e.g. feet down
- Say, 'No' and take child away from situation for an amount of time e.g. count of 10, 30 seconds using an egg timer to show amount of time
- If child attempts a behaviour e.g. biting to say 'stop' / show symbol for 'stop' and take appropriate action e.g. take child away, divert with a toy / chewy etc
- Adult to say and sign 'calm down' and distract. Take to another area of the classroom to an area away from other children, if necessary
- Gently massage e.g. hands, back to support calming, if appropriate
- Move objects that could be thrown out of the way
- Adult to sign and count tofor child to watch and give time to calm down
- Move child to another area of the room
- 2 adults to move a child to another area
- Move all the other children / staff out of the room
- Move child to an area outside the classroom e.g. corridor, playground
- Offer reward e.g. motivating object if child does as requested e.g. sit down and you can hold the
- Take away an object the child is holding until they do as requested
- Give a choice. You can stay here or go to.....
- Swop staff
- Use preventative action e.g. wear appropriate clothing such as gloves
- Set up area in the classroom when child can calm down
- Define a chair in specific area of classroom for child to sit on to calm down
- Give child a chewy to bite
- Put a tent in the classroom for the child to go into
- Use cushions to prevent child from hurting themselves

- If child is refusing to move wait for length of time for child to calm down, supervising without giving eye contact. This might be for 5 minutes, depending on the child. Tell them go toif they do not respond wait again and repeat procedure

Proforma for assessing and managing foreseeable risks for children who present challenging behaviours

Name of child	
Class group	
Name of teacher	
School	

Identification of risk	
Describe the foreseeable risk	
Is the risk potential or actual	
List who is affected by the risk	
Assessment of risk	
In which situations does the risk usually occur?	
How likely it is that the risk will arise? [<i>highly unlikely/unlikely/likely</i>]	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes? [<i>slightly harmful/harmful/extremely harmful</i>]	
Risk rating (see table below) [<i>likelihood x severity</i>]	

Risk reduction options			
Measures	Possible options	Benefits	Drawbacks
Proactive interventions to prevent risk			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

Examples for the above include:

- *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. PRICE Training, EP, CAMHS, 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 which are 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*
- *Assistance in the use of an agreed strategy such as a particular communication symbol, or an exit card (specify)*
- *Physical intervention (specify the planned technique)*

Agreed Behaviour Management plan & school risk management strategy		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early intervention to manage risks		
Reactive interventions to respond to adverse outcomes		

Communication of BMP & school risk management strategy		
Plans and strategies shared with:	Communication method	Date actioned

Staff training issues		
Identified training needs	Training provided to meet needs	Date training completed

Evaluation of Behaviour Management Plan & School Risk Management Strategy		
Measures set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		
Any actions for the future:		

* Risk rating table

RISK RATING	Slightly harmful	Harmful	Extremely harmful
Highly Unlikely	Trivial	Tolerable	Moderate
Unlikely	Tolerable	Moderate	Substantial
Likely	Moderate	Substantial	Intolerable

CROYDON COUNCIL POSITIVE HANDLING RECORD FORM

For reporting significant incidents where staff has used force on a pupil

Details of pupil on whom force was used – name, class, and any SEN, disability or other vulnerability
Date, time and location of incident
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used
Reason for using force and description of force used
Any injury suffered by staff or pupils and any first aid and/or medical attention required
Reasons for making a record of this incident
Follow-up, including post-incident support and any disciplinary action against pupils
Any information and incident shared with staff not involved in it and external agencies
When and how those with parental responsibility were informed about the incident and any views they have expressed
Has any complaint been lodged (details should not be recorded)? Y/N
Names of staff involved (directly or as witnesses) – names only included with their consent

Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons – remove these names on any reports to parents
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Report compiled by:	
Role:	
Date:	

Report countersigned by:	
Role:	
Date:	

The member of staff involved in the incident should compile the record. The member of staff with lead responsibility for safeguarding checks the record and provides the member of staff with a copy of the final version.

Record to be copied to the governing body.

If there is an injury to the pupil or member of staff the Croydon Council accident report form must be used (hard copy available in the school office).