

Mountfields Lodge Primary School

Epinal Way

Loughborough

Leicestershire.



Positive Handling Policy.

2013

## Positive Handling Policy

This policy will be reviewed every 3 years, or when DfE legislation requires, or when requested by staff, governors or parents.

Policy write: Spring 2013:HT \_\_\_\_\_

Spring 2013:Govs; \_\_\_\_\_

Policy Review: Spring 2016: HT \_\_\_\_\_

Spring 2016: Govs: \_\_\_\_\_

## Introduction

Staff at school are trained to look after pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves, other children adults, damaging property or disrupting the good order of the school and classroom.

It is the policy of Mountfields Lodge that the majority staff working with pupils are trained in the pre-emptive and responsive positive handling strategies and techniques of TEAM TEACH to complement the behaviour management approaches and strategies reflected in the school behaviour policy. 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 with an ethos of mutual respect, care and safety.

The school takes its duty of care to pupils, employees and visitors very seriously.

- 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.

The Education and Inspectors Act 2006 enables school's staff to use such force that is reasonable, appropriate and necessary. There is no legal

definition of when it is reasonable or what is reasonable. This depends on the circumstances and what is in the best interests of the child.

### **Team Teach**

The key members of staff at Mountfields Lodge School are trained to use positive handling techniques through the Team Teach system, which is recognised by the local authority and is accredited by the British Institute of Learning Difficulties. Staff go through a one day or two day course led by qualified trainers, which is renewed every two or three years. The school has also invested further by allowing the SENCo to become a trainer in Team Teach strategies and procedures in order to ensure the best possible care for our children. However, any member of staff may be required to physically intervene with a pupil if they are endangering themselves, others, property or disrupting the good order of the school. All such incidents are recorded and relevant parties informed.

An up to date list of Team Teach trained staff is held centrally in school and is regularly updated by the SENCo or office staff.

### **Before using physical controls**

We take effective action to reduce the risk by:

- Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.
- Giving clear directions for the pupil to stop
- Reminding them about rules or taking vulnerable pupils to a safe place
- Making the environment safer by moving furniture and removing objects which could be used as weapons
- Using positive guidance to escort pupils to somewhere less pressured
- Ensuring that colleagues know what is happening and get help.

### **Restraint**

At this school we only use physical restraint where there is no realistic alternative. We expect staff to conduct a risk assessment and choose the safest alternative. It also means that where pupils have detailed behaviour plans, we expect staff to follow those guidelines. These guidelines show alternative means to physical intervention which may be effective for that child before needing to carry out a physical restraint. Should physical restraint be necessary after staff have thought creatively about alternatives, the paramount consideration is that it reduces rather than increases risk. Any response to extreme behaviour should be reasonable, proportionate and necessary. Physical restraint must only be used in accordance with the following.

- The child should be in the immediate danger of harming themselves, or others, damaging property or disrupting the good order of the school.
- The member of staff should have good grounds for believing this.
- Only the minimum force is used.
- Every effort should be made to secure the presence of another staff member before applying a hold. These staff can then act as a witness or assistants.
- Once safe, the hold should be relaxed to allow the child to regain self control.
- Restraints or holds should be used as an act of care and control, not punishment.
- Physical restraint should be used purely to enforce compliance with staff instructions when there is no immediate danger present to people or property.
- The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity. If appropriate the incident will be recorded in the child's Home School books in order to inform parents that a hold has been used that day.

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 planned 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 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 pupils 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 are identified as 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 response that are not recommended. Any particular physical techniques, which had been found to be effective should be named, along with any alerts to which have proved ineffective or caused further problems. Positive Handling Plans should be considered along with the Statement and any other planning relating to that individual. They should take account of age, sex, level of physical, emotional, intellectual development, special needs and social context.

At this school the following support structures are in place:

- IEP's, PHP's and Risk Assessments are kept on file in the SEND area of the VLE and/or in pupils paper files in the SEND base. Both these areas are relevant staff and they are expected to have read the information on their child. Staff are responsible for ensuring that this remains confidential.
- Regular reviews of strategies will form part of meetings as deemed necessary e.g. between SENCo and Class Teacher.
- Concerns regarding children can be discussed at the meetings above or with the Class Teachers Head of Department, Deputy Head or Head Teacher, as deemed effective and necessary.

### **Post Incident De-brief**

Following a serious incident it is the policy of the school to offer support to all involved at an appropriate time. This is an opportunity for learning for all concerned. A staff member must be given time to express their feelings, suggest alternative courses of action for the future and to receive support from other colleagues. The SENCo, Deputy Head, Head of Department or Head Teacher are available to provide this support and time for staff members.

### **Recording**

- All incidents of unacceptable behaviour should be noted down by members of staff involved in the incident. Staff should use the incident book and appropriate Team Teach paperwork.
- All serious incidents or incidents involving restraints will be recorded in the Team Teach restraint book. This is kept in the SEND base. This will be reviewed and checked by the SENCo.

Within these recording strategies, all details must be recorded by witnesses within 24 hours and signed by two members of staff, preferably the SENCo or Deputy Head. The Head Teacher needs to see all paperwork.

### **Monitoring and Evaluation**

The SENCo / Head Teacher will ensure that each incident is reviewed and initiate further action as required.

### **Parents**

When there is a concern about a child, parents will be invited to contribute to a Risk Assessment and/or Positive Handling Plan. Written parental agreement **must** be gained for a child to be taken to the Cool Down Room to de-escalate in. The parents must sign the behaviour plan where this is stated that this is a safety strategy used for this child. Parents will be informed of school policies and of any serious incidents regarding their child.

### **Cool Down Room**

Using the Best Interests Principle, a child may be taken to the cool down room in the SEND base, in order to maintain their safety, that of others, to protect property or the good order of the school. Written parental consent must be gained as soon as possible, if this is deemed necessary, appropriate and in the child's best interest. Children will remain with an adult during their time in the cool down room, either in the room with them or outside the closed door. This will be used once other techniques and strategies have been exhausted and for the minimum amount of time possible. Parents will be informed that their child has had cool down time via their Home School book or verbally as soon as possible.

### **Complaints and Allegations**

Any complaints will follow the school's complaints procedure.

School behaviour, child protection, bullying policies etc will all be incorporated into the care package which is used to address each child's needs.