



*Our Best Preparation for Tomorrow
Is Doing Our Best Today*

Westbrook Old Hall

PRIMARY SCHOOL

School Positive Handling Policy

SCHOOL MISSION STATEMENT

We believe that the best preparation for tomorrow's future is striving to do our best today.

We believe that because **our children matter**, they have the right to be safe and healthy, happy and confident, recognised for the individuals they are and for those they might become.

We believe that because **our children's achievement matters**, they have the right to an excellent learning environment that promotes high expectations, ensures inclusion, recognises diversity and promotes progress and attainment.

We believe that because **our children's future matters**, they have the right to lead, the right to follow, the right to take best advantage of present and future technology and the right to a global life free from threat

Aims (Outcomes)

Our school aims that all children:

- Are tolerant and responsible
- Are happy and confident
- Are safe and healthy
- Are skilled and willing
- Are eco aware
- Are techno 'cute'
- Are leaders and partners
- Are flexible
- Are given every opportunity to attain and progress
- Are mindful of the joy of diversity
- Are focused on being excellent in all they do
- Are expected always to do their best

SCHOOL AIMS

Our **children** matter, as does their **achievement** and so too does their **future**.

Because our children matter, we will work to:

- Ensure they are safe and ensure that they can keep themselves and others safe too
- Make sure that school life is happy, enjoyable and rewarding - taking each and every opportunity to build confident, positive citizens of the future
- Develop individuals with a sense of responsibility to themselves and to their community, able to respond positively to different views and beliefs

Because our children's achievement matters, we will work to:

- Release and develop the excellence latent in all our children
- Ensure high expectations in all we do, developing a culture that remains positive about the steps to success and able to celebrate success accordingly
- Provide an inclusive learning framework where individual needs are recognised and catered for, where diversity is celebrated for what it offers our school community
- Ensure that all children make good progress leading to attainment appropriate to potential
- Develop learners with a love of learning and a commitment to future learning in life

Because our children's futures matter, we will work to:

- Develop their ability to release the opportunities provided by technologies present and future
- Develop their awareness of their footprint upon this 'one' world and how they can contribute to its sustainability
- Develop a skills base and a solution-focused attitude that can be applied to effect in a variety of circumstances now and in the future
- Develop an ability to lead others and to be led by others in productive working partnerships

EQUALITY STATEMENT

Equal Opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the taught and hidden curriculum.

All staff, governors, parents/guardians and pupils will be involved in developing, implementing and monitoring the equal opportunities policy and practice.

All staff, governors, parents/guardians and pupils regardless of race, religion, ethnicity, disability, age, gender, gender identity, sexual orientation, pregnancy or maternity and socio-economic background, are welcome and will be encouraged to participate in the life of the school.

The school recognises its responsibilities under the Equality Act 2010 to eliminate discrimination and to promote good race relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

BRITISH VALUES

The government set out its definition of British Values in the 2011 Prevent Strategy. At Westbrook Old Hall we reinforce regularly the following values through an agreed programme: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of Different Faiths and Beliefs.

Introduction

Positive Handling refers to the range of positive behaviour support strategies employed by staff at Westbrook Old Hall which emphasise de-escalation, risk and restraint reduction.

We acknowledge that at times some of our pupils display behaviours that could put themselves or others at risk and that we need to intervene to reduce this risk.

Training

At Westbrook Old Hall, we endeavour to provide training for all permanent members of staff as soon as possible when they start work with us. The training is updated every two years.

The aim of the Team Teach training is to support adults' understanding and management of challenging behaviour teaching physical techniques within a holistic de-escalation approach, in order to encourage the promotion of socially acceptable behaviours for all concerned.

Principles

We understand that at times Physical Intervention is required as the last resort. This will usually be when other de-escalation attempts have been unsuccessful and physical intervention is required to keep people safe.

Physical Intervention and restraint is an emotive topic and the experience of physical intervention can be stressful for all concerned. For this reason, key principles of any use of physical intervention should be that it is:

Reasonable, Proportionate and Necessary.

Staff need to be clear why physical intervention and the type of intervention used were reasonable (ie: best interests of the child), proportionate (ie: was used as a last resort and not as a first point of call), and necessary (ie: to prevent people from coming to harm.)

The circumstances **must** warrant the use of force. Committing a trivial misdemeanour would **not** constitute grounds for restraint; the circumstances should be extreme and likely to cause harm or injury to pupils, others, or property. The Department for Education suggests that the application of reasonable force may involve for example

- ❖ Physically interpose between pupils
- ❖ Block a pupil's path
- ❖ Hold (never round the neck or collar)
- ❖ Push
- ❖ Pull
- ❖ Lead a pupil away by the hand or arm
- ❖ In extreme cases (such as self-defence or when a pupil is in danger) more

- ❖ Restrictive holds -Team Teach
- ❖ Any physical restraint used will always be the minimum needed and for the minimum amount of time as appropriate.

Staff and adults at Westbrook Old Hall School will not:

- ❖ Hold around the neck
- ❖ Restrict a pupil's ability to breathe
- ❖ Slap
- ❖ Punch
- ❖ Kick
- ❖ Twist or force limbs against a joint
- ❖ Hold or pull by the hair or ear
- ❖ Hold face down on the ground
- ❖ Touch in a way that might be considered indecent
- ❖ Use any other physical contact deemed to be unreasonable

Possible circumstances where restraint may be appropriate:

- ❖ When a pupil attacks a member of staff
- ❖ When a pupil attacks another pupil
- ❖ When a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism
- ❖ When a pupil is causing, or at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or object (for example, on the sports field)
- ❖ When a pupil at risk absconds from class or tries to leave the school
- ❖ When a pupil persistently refuses to obey an order
- ❖ When a pupil is seriously disrupting a lesson

Where an individual student has already been involved in a prior incident which necessitated restraint and it may be that this could reoccur, the school should develop a Positive Handling Plan for managing those situations.

Recording

All incidents where restrictive Physical Intervention is used must be recorded on the schools Positive Handling Incident Form. This should detail exactly why and how positive handling techniques were applied with specific reference to the holds used.

All authorised people involved in an incident requiring physical restraint will report to the Head Teacher or senior member of staff the same day.

All incidents involving physical restraint will be recorded on the Positive Handling Incident Form and attached to CPOMS at the time.

This report will include:

- ❖ The names of everyone involved, time and place and names of all witnesses
- ❖ How the incident began and progressed with details of behaviour
- ❖ What everyone said, what steps were taken to defuse the situation
- ❖ The degree of physical restraint used, how applied and for how long
- ❖ The pupil's response
- ❖ The outcome
- ❖ Details of any injury and of any damage to property
- ❖ Inform parents/carers as soon as possible to give them opportunity to discuss the incident

Supplementary Advice:

- ❖ It is better to defuse than intervene
- ❖ Follow procedures set out in School Behaviour Policy
- ❖ Send for help when needed
- ❖ Always report incidents - it is unprofessional not to do so

On breaking up a fight:

- ❖ Disperse any crowd: violence thrives on witnesses
- ❖ Don't put yourself at risk: alert colleagues, enlist their help
- ❖ Assess a situation first
- ❖ Be calm, don't take it personally
- ❖ Use verbal intervention first

Supportive Contact

There are times in a non-restraint context when physical contact between a pupil and a member of staff may be deemed appropriate. These situations will be in a caring context when pupils need reassurance and support.

It is important that the member of staff assesses the 'reasonableness' of their actions taking the following into account:

- ❖ The age of the pupil
- ❖ The severity of the distress of the pupil
- ❖ The knowledge of the individual child
- ❖ The relationship that exists between the member of staff and the pupil

As with all physical contact with pupils the level of contact used should be the minimum necessary to achieve the desired outcome.

Due care needs to be taken to ensure that this supportive contact is agreed and open and the circumstances in which this takes place are clear to all concerned.

The above assessments would equally apply to those situations that demand that a member of staff assist a child in their personal care.

Supporting Staff

After an incident members of staff need support as well as the child. They will need space, reassurance and guidance as well as time to sort themselves out. Mutual support is an important part to the Westbrook Old Hall approach. Sometimes what people really need is somebody to listen to them.

When to involve the police

Schools are advised to clarify certain circumstances that warrant police involvement. These circumstances are likely to: include incidents such as the possession of weapons.

Planning

Any child requiring positive handling should have a Positive Handling Plan in the agreed school format. This should include information on:

- Background of the child - what information do we have about the child that could colour their feelings and emotions upon arriving in school and affect their ability to be a successful learner
- Warning Signals/Trigger behaviours - what behaviour or characteristics does the child display when they are unsettled or anxious - the early stages of a crisis
- Our responses - how do we respond to the child when they are displaying these initial behaviours? What de-escalation techniques do we try to attempt to calm the situation?
- Appropriate holds - what holds have proved effective in the past? Are there any holds inappropriate to use with this particular child for medical or other reasons?

We also need to consider what happens after physical intervention. We need to:

- Outline strategies to help the child recover
- Record what we should do if the child is depressed or worried following an incident - how can we support them through this stage?
- Rebuild the relationship - relationships can be improved, damaged or stay the same after physical intervention. We want to improve the relationship so it is vital that we take the time to explain why physical intervention was necessary and help the child to find more appropriate ways of expressing their feelings in future.

Reporting of Injuries

Any injuries sustained during the course of a Positive Handling incident should be recorded and the injured party should be seen by a first aider once calm. At Westbrook Old Hall, the care and safety of pupils is our paramount concern however we recognise the working realities when individuals are involved in incidents involving the use of force. "Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe." (George Matthews, Team Teach Director).

Monitoring

Once a Positive Handling Incident form has been completed it should be passed to the Key Stage Leader as a first point of contact before being passed to the Head or Deputy Head Teacher. Senior Leaders will then monitor incident forms and instigate further action as required.

Responding to Unforeseen Emergencies

The school recognises that there are unforeseen or emergency situations which may cause the need for a physical intervention. The key principles are that any physical intervention should follow a **dynamic risk assessment** and be:

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

Following any emergency responses, a positive handling incident form must be completed in the usual way. Following this, the positive handling plan should be adapted to respond to the new intervention, and a review meeting may be called to review health and safety.

Positive Handling Incident Report Form

| | | | |
|--------------------|-----------------------------------|--|------|
| Name of the school | Westbrook Old Hall Primary School | | |
| Name of Pupil | | | DOB: |

When did the incident occur? ✓

| Date | | | | Day | | | | | Time |
|------|------|------|-----|-----|----|---|----|----|------|
| Sept | Oct | Nov | Dec | M | Tu | W | Th | Fr | |
| Jan | Feb | Mar | Apr | | | | | | |
| May | June | July | | | | | | | |

| | | | | | | | | | |
|------|------|------|------|------|------|------|------|------|------|
| 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th |
| 11th | 12th | 13th | 14th | 15th | 16th | 17th | 18th | 19th | 20th |
| 21st | 22nd | 23rd | 24th | 25th | 26th | 27th | 28th | 29th | 30th |
| 31st | | | | | | | | | |

EVENTS LEADING TO THE INCIDENT

| |
|-----------------------|
| When: |
| Events Leading up to: |

DESCRIBE THE INCIDENT THAT OCCURRED

| | | | | | | | | |
|-----------|------------------------|----------|---------|-------------------|-------------------|----------------|------------------------|------------------------|
| Where?: ✓ | | | | | | | | |
| Class 4 | Other Class No. ___ | Corridor | Toilets | New Playground | Old Playground | Dining Hall | KS1 Waiting Area | Other Area _____ |

| |
|---|
| Brief description of behaviour child was presented that warranted the use of restraint: |
|---|

| |
|-------------------------|
| Restraint witnessed by: |
|-------------------------|

| | |
|---|--------|
| Was there any significant damage to property during the incident? | Yes/No |
| Was anybody injured in the incident? | Yes/No |
| If yes, please give further details | |

Actions to de-escalate prior to restraint (assuming there was sufficient time):

Restraint/hold used:

Length of time in hold:

Name of staff member using restraint/hold:

What was the final outcome and how did the pupil respond to the incident?

Pupil's response to incident/final outcome

IMPLICATIONS FOR FUTURE PLANNING

Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the reactive management plans for the child.

What function do you feel the behaviour exhibited matched? ✓

| | | |
|-----------------------|----------------------|-------------------------------|
| Attention | Emotional release | Tangibles/to obtain something |
| Escape-task avoidance | Escape - from people | Other |

FOLLOW UP ACTION

Restraint logged/reported to:

Date/Time:

Any further issues needed reporting: ✓

| | |
|---|-----------------------------------|
| Recorded in the accident book | Accident form completed |
| Racial/Homophobic/Bullying incident report made | Violent Incident Record completed |

| | | | |
|-----------|-----------------------------------|------------------|-------|
| | Reported to parent(s)/Carer(s): ✓ | | |
| Telephone | Letter | Personal Contact | Email |

Form completed by:

Position:

Date:

Head teacher's signature:

Date:

PHYSICAL INTERVENTION

SOME DO'S AND DON'TS

DO:

- ❖ Wherever possible, have another adult present when giving comfort or when physical contact is required in other circumstances
- ❖ Use physical restraint as a last resort
- ❖ Use defusion, diversion and negotiation as your foremost strategies
- ❖ Use only the minimum amount of reasonable force to protect yourself, the young person or other young people who are at risk
- ❖ Be aware of gender and cultural issues
- ❖ Continually offer the young person the opportunity to regain control
- ❖ Ensure that a written report is compiled following an incident
- ❖ Inform your manager about the incident
- ❖ Seek help and support from your manager following an incident
- ❖ Be aware of your own personal safety

NEVER:

- ❖ Use restraint in anger
- ❖ Adopt a threatening stance
- ❖ Hit or shake a young person, pull hair, hold arms behind back or squeeze excessively
- ❖ Hold a young person in a position which:
- ❖ Inflict pain
- ❖ Involve the need to hold joints such as wrists
- ❖ Restrict breathing
- ❖ Is controlled by your weight
- ❖ Has possible sexual connotations
- ❖ Prolong restraint unnecessarily
- ❖ Deliberately "take a young person to the floor"
- ❖ Let physical contact become habitual or persistent
- ❖ Restrain a young person by tying or binding
- ❖ Search a young person without seeking advice about the school policy
- ❖ Put yourself at risk



WESTBROOK OLD HALL PRIMARY SCHOOL

Behaviour Profile and Positive Handling Plan

Name

Year:

Date:

General character and disposition:

| |
|--|
| |
|--|

Child and adult responses:

| | Child's Action/Response | Teacher/Adult response |
|--------------------------------|-------------------------|------------------------|
| Level 1 - Anxiety/Trigger | | |
| Level 2 - Defensive/Escalation | | |
| Level 3 - Crisis | | |
| Level 4 - Recovery | | |
| Level 5 - Depression | | |
| Level 6 - Restoration | | |

Triggers

The things that have caused anxiety for this child and should therefore be avoided are ...

Restraint

| When/why would the child be restrained | Who and how will the restraint happen |
|--|---------------------------------------|
| | |

Signed

Parent.....

Head teacher.....