

Positive Handling Policy

Danesgate Community



STRIVE THRIVE ACHIEVE

Approved by:	Chris Nichols	Date: 04.09.2023
Last reviewed on:	04.09.2023	
Next review due by:	05.09.2024	

Statement of Intent.

At Danesgate Community staff are trained to look after pupils in their care and have a duty to intervene to prevent pupils from hurting themselves or others. If a member of staff ever needs to intervene physically, they will follow the school's Positive Handling Policy.

In all but crisis situations, only staff trained in the pre-emptive and responsive positive handling strategy techniques of TEAM TEACH will use physical intervention techniques with children when necessary.

Further details of the TEAM TEACH approach can be found on the TEAM TEACH website. The website address is:

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 within an ethos of mutual respect, care and safety.

Danesgate Community takes seriously its duty of care to pupils, employees and visitors to the school.

- 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.

Section 93 of the Education and Inspections Act 2006 enables a school's staff to use such force as is reasonable.

There is no legal definition of when it is reasonable to use force.

Team Teach

The TEAM TEACH system is recognised by the Local Authority and accredited through BILD – British Institute of Learning Disabilities. Staff undergo a one- or two-day course (depending upon the severity of behaviour of the children they are working with) led by qualified trainers with a single day refresher course undertaken every two years. 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.

Before using physical intervention, we take effective action to reduce risk by:

- Showing care and concern by acknowledging dysregulated behaviour and requesting alternatives using negotiating and reasoning.
- Giving clear directions for pupils to stop
- Reminding them about rules and likely outcomes
- Removing an audience 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 requesting help.

Restraint

At Danesgate Community, we only use physical restraint when there is no realistic alternative. We expect staff to conduct a risk assessment and choose the safest alternative. It 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. Physical restraint must only be in accordance with the following:

- The child should be in immediate danger of harming itself or another person or in danger of seriously damaging property.
- The member of staff should have good grounds for believing there is an imminent risk or danger.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before physical intervention. 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 not usually be used purely 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.

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 planning 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 challenging behaviour. Responsible staff should think ahead to anticipate triggers and reactions. 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

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 Positive Handling 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.

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 EHCP/SEND need and any other planning document relevant to the pupil. They should take account of age, gender, level of physical, emotional and cognitive development, special needs and social context.

Post Incident Debrief

Following a serious incident, it is the policy of the 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, appreciate other peoples' perspective and repair relationships. It is difficult to devise a framework of support that meets the need of all staff. As individuals all vary in how much support we need after an upsetting incident. Generally a member of senior staff and or Pastoral staff would expect to talk to staff and children involved (if appropriate) in any incidents involving violence. See Appendix 2&4.

If members of staff need time to rest or compose themselves, then the Head teacher or deputy will make arrangements for the class group to be supported.

Recording

All incidents of challenging behaviour should be recorded.

All serious incidents or incidents involving positive handling will be recorded on the appropriate form (Appendix 3)

Within these recording strategies, all details must be recorded and signed.

Monitoring and Evaluation

The Pastoral Care Manager and Pastoral Care Assistant for Behaviour and Team Teach Instructor will ensure that each incident is reviewed and instigate further action as required.

Parents

When there is a possibility of physical intervention with a child, parents will be invited to contribute to a risk assessment and Positive Handling plan where required. 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.

Appendices

Appendix 1 Flow Chart of RPI Procedure

Appendix 2 Pupil Debrief

Appendix 3 Incident Log

Appendix 4 Staff Debrief

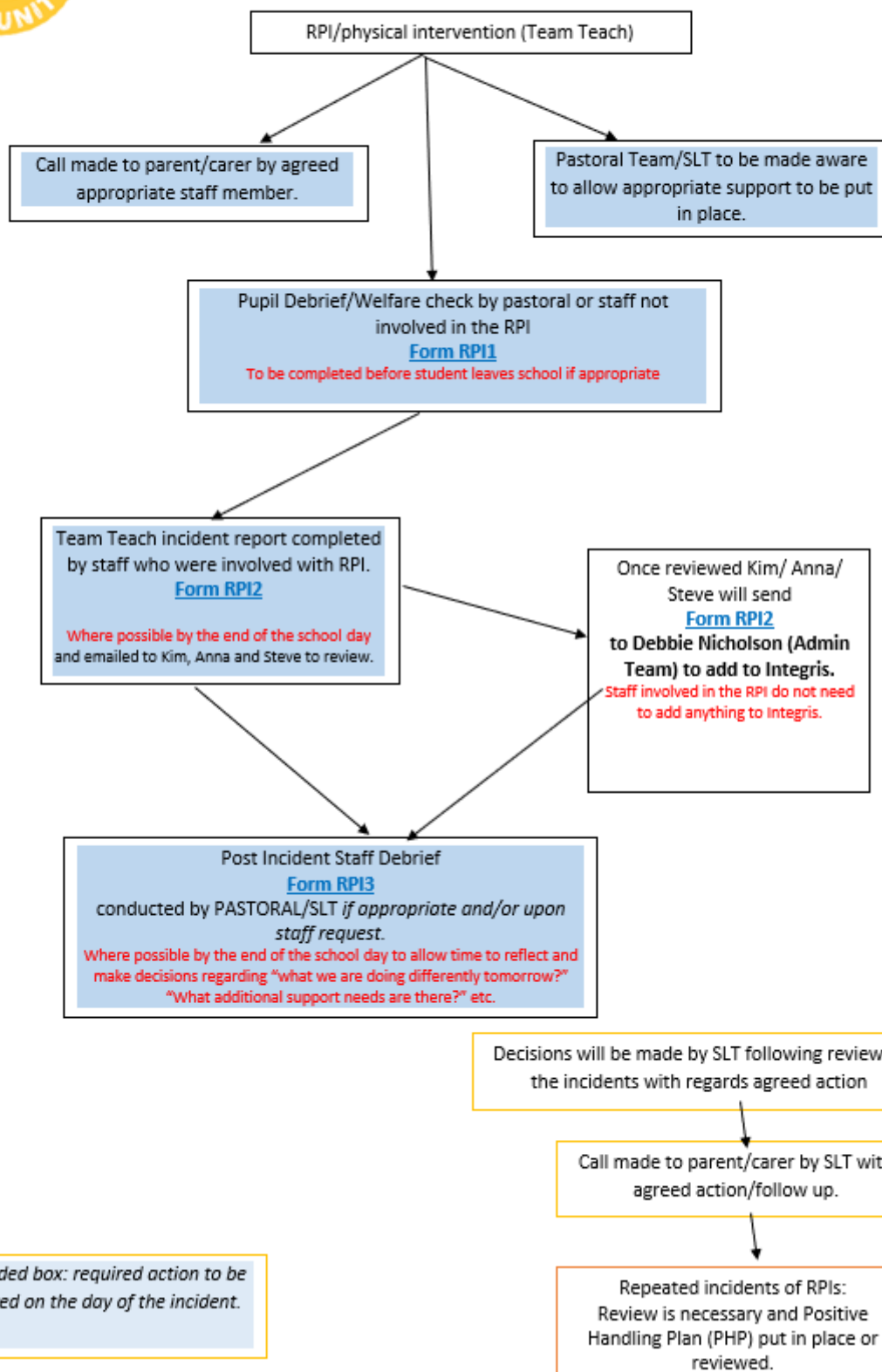
Review and monitoring of the policy

This policy will be reviewed on an annual basis or earlier if legislation should change.

Appendix 1



**Danesgate Community
Restrictive Physical Intervention (RPI)
Recording procedure**





RPI1

Pupil Debrief

Name: |

DOB:

Date of RPI:

Have you been injured during the incident?

(Ensure a description of any injury is recorded)

Do you need any medical assistance?

YES

NO



Do you need any further support?

YES

NO

Because.....



Is there anyone you would like to speak to?

(Ensure any details of any calls/meetings are recorded below)

Social Worker

Head Teacher

Home

Other

Details of any call/meeting:



Is there anything else we can do to help you?

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Young Person Signature:

Staff Signature:.....

Date:.....

Pupil Involved:		Date/Time:
Person Recording Intervention:		
Location of incident:		
Staff members involved:		
Active	Passive	
Location of incident: Transport T.C.U. Main building Other		
De-escalation techniques used: (tick those tried, P = Positive result)		
Verbal Advice:	Re-Assurance:	Direction Given:
Humour:	Calm Talking:	Planned Ignoring:
Space Given:	Alternatives Offered:	Direction to Leave Class:
Time Out Directed:	Distraction:	Calming Touch:
Verbal Support:	Step Away:	
Reasons for Intervention:		
Immediate Danger to Self:	Assault / Attempted Assault:	
Potential Damage to Property:	Threats Verbal / Physical:	
Disruption to Immediate Environment:	Disruption to Class:	
Threat of Absconding:	Refusal to Leave Building/Area:	

Fighting:

Other:

Immediate Danger to Peers / Staff:

Type of intervention:

Please underline / highlight strategies used to support.

Interventions 1-4 do not require an RPI form but a behavior log on Integris

1. Walks - guided verbally
2. Walks - guided calming touch
3. Walks- Caring C
4. Help hug

5. One Person Single Elbow – Standing/moving
6. One Person Single Elbow – Seated
7. One Person Double Elbow -standing/moving
8. One Person Double Elbow – To Seated Position (transition to other technique)
9. Two Person Single Elbow – Standing/moving
10. Two Person Single Elbow– Seated
11. Two Person Double Elbow – Standing/moving
12. Two Person Double Elbow – To Seated Position (transition to other technique)
13. Half Shield
14. Other (please describe Justifications)

Trigger for incident (child's view if states):

Trigger for incident (adult's view) - Antecedents:

Main reason for physical intervention:

Bullet points of incident:

Any Injuries to Individual / Staff	Yes	No
Details		
Entered into class incident Book:		
York LA incident book:		
Any cause for concern:	Form completed (date):	

Action taken after incident:			
Details:			
Comments - Pupils / Staff:			
None	Pupil accepted Consequences	Spontaneous Apology	Other
Time / date:		Staff signature (s):	
Notifications:			
Parent / Carer / Social Services / Police / Other		Via: Home / School book, Telephone, Letter	

Post Incident Staff debrief

Young Person:

**Following the use of
Physical Intervention**
(to be completed on the same day)

Date of RPI:

Staff involved in the incident:

Present at Review: (include designation for all attendees external to home/school setting)

- a) What do you think initially triggered the incident at the time (*fast triggers*)?
- b) Are there any significant factors that may have contributed to this incident (*slow triggers*)?
- c) What do you think was the positive function(s) of the child/young person's behaviour? (*Have you discussed this with other professionals such as clinical services*)?
- d) Could we have done anything different to avoid using any physical intervention (*were first resort strategies used before last resort strategies?*)
- e) Were proactive measures and de-escalation strategies followed?
- f) Does the young person require a PHP or risk assessment; or a risk assessment update?
- g) Are there any operational changes/suggestions/requirements that might prevent further incidents?
(This information needs to be transferred to the action plan below detailing timescales for completion and how this will be communicated immediately to the relevant staff and wider team)

k) **Skills Development** – What strategies do we need to put in place in terms of teaching the young person new skills?

Have you been injured during the incident?

YES

NO

(Ensure a description of any injury is recorded)

If Yes: Has this been recorded in the accident book?

YES

NO

Do you need any further support?

YES

NO

What might this look like

.....

Did you feel supported by the staff team:

YES

NO

Details:

Is there anything else we can do to help you?

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