



STRIVE - THRIVE - ACHIEVE

Positive Handling Policy

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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 'RPI' 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.

Minimising the use of force - being proactive

At Danesgate Community, we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils who present with persistent challenging behaviour are given additional support. Pupils who have issues relating to sensory dysfunction or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, will have individualised support or programmes to help them to manage this.

Through the broad and balanced curriculum pupils learn about feelings and managing conflict, where this is appropriate to their level of development. The ethos further promotes independence, choice and inclusion; pupils are given maximum opportunity for personal growth and emotional wellbeing. All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise. Reasonable force will only be used when the risks involved in doing so, are outweighed by the risks involved in not using force.

Prevention of unsafe behaviour will be enabled through:

- The deployment of appropriately trained and competent staff;
- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for choice and achievement;
- Developing staff expertise through a programme of Continuous Professional Development;
- Exploring pupils' preferences relating to the way/s in which they are managed
- Staff employ 'de-escalation' techniques to avert escalation of behaviour into violence or aggression

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- 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 scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
 - Staff would be expected to follow the pupil's IEP / EHCP in the first instance to manage an incident/challenging behaviour.

The overriding consideration should still be the reasonableness and proportionality of the force used. All the techniques used take account of a young person's;

- gender
- level of physical, emotional and intellectual developments
- special needs
- social context

They also provide a gradual, graded system of response. Where behavioural records and/or risk assessment identifies a need for a planned approach, plans are written for individual children.

1. **Physical Contact Situations** - in which proper physical contact occurs between staff and pupils, e.g., in the care of pupils and in order to support their access to a broad and balanced curriculum, it would seem reasonable that young children do require opportunities for close contact, as long as this is within public view, sensitively carried out and age/person-appropriate.

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 holding a child's hand where the pupil is compliant. This technique cannot be emphasised enough and in the hands of a skilful practitioner, many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to “defuse” a situation by a timely intervention.

3. **Physical Control / Restraint / Restrictive Physical Intervention** - This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. All such incidents must be recorded. If anyone is injured an accident/incident report must also be completed. Records of incidents must be given to the Headteacher as soon as possible, and by the end of the school day at the latest. The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

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?

Individual Support Plan

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have an Individual Support 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. It also delineates between anxiety, defensive, crisis and recovery behaviours.

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. Individual Support Plan 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 needs 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 through our Management Information System. 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.

Staff are supported by the pastoral team and provision colleagues to ensure that any recording is accurate and informative rather than emotive. Staff are given regular training to ensure that their recording of incidents is appropriate and suitable.

The Pastoral team will lead a team debrief after an RPI (Appendix 4) to support colleagues wellbeing but also to interrogate the incident and identify strategies that worked and strategies that may need adapting or removing from the plan.

Parents

When there is a possibility of physical intervention with a child, parents will be invited to contribute to a risk assessment and/or Positive Handling plan where required. Parents are invited to any review meetings linked to updating or evaluating current strategies and documentation

Parents will be informed of the school's policies. Parents will be informed following serious incidents.

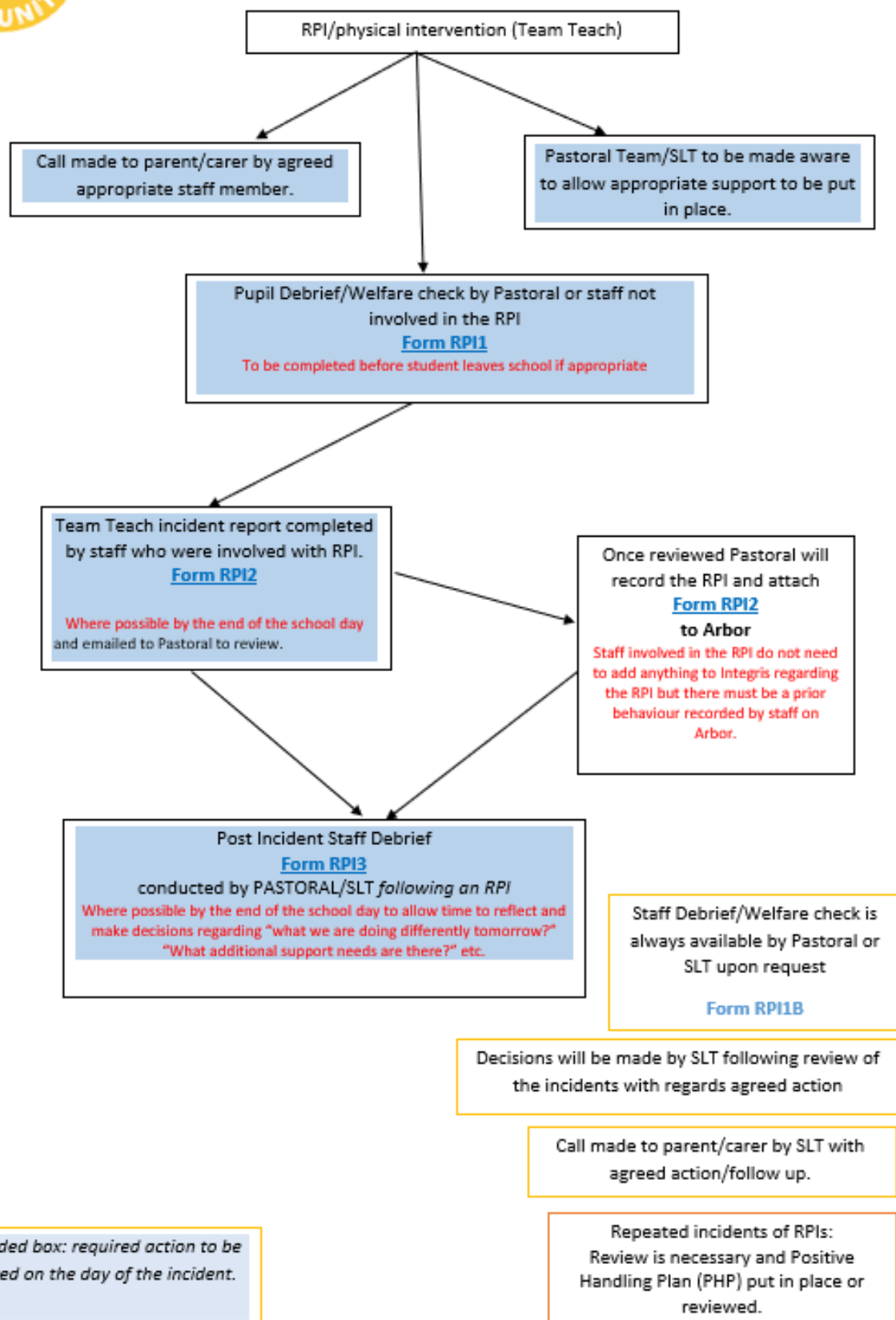
Complaints and Allegations

Any complaints will follow the school's complaints procedure.

Appendix 1 Flow Chart of RPI Procedure



Danesgate Community Restrictive Physical Intervention (RPI) Recording procedure





Pupil Debrief

RPI1

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?

.....
.....

Young Person Signature:

Staff Signature:.....

Date:.....



RPI2

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.		
<u>Interventions 1-4 do not require an RPI form but a behavior log on Integris</u>		
1. Walks - guided verbally		
2. Walks - guided calming touch		
3. Walks- Caring C		
4. Help hug		



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



RPI1B

Staff Debrief following incident of RPI

Staff Name:	Destination:
Staff Completing Debrief:	
Date of RPI:	Name of Child:
Please note this is a brief record of the discussions taking place and should not replace face to face support/discussions.	

Have you been injured during the incident? Yes/No

(Ensure a description of any injury is recorded)

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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?

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Did you feel supported by the staff team? Yes/No

Details:

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Is there anything else we can do to help you?

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This form should be filed confidentially in the RPI1B folder NOT in the pupil folder.

Review and monitoring of the policy

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