



Ainslie Wood Positive Handling Policy

GUIDANCE TO SUPPORT POSITIVE RELATIONSHIPS AND BEHAVIOURS AT AINSLIE WOOD

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Positive Handling Policy

This policy outlines how staff at Ainslie Wood Primary School create and maintain good order and relationships through positive approaches.

These approaches are successful for the vast majority of the time. This policy on the use of restrictive physical interventions supplements the main behaviour policy. Both should be read in conjunction with the school SEN policy, the Health & Safety policy and the Child Protection policy.

Purpose of this policy

This policy aims to give all members of the school community clear guidance so that any physical intervention that they undertake is carried out in a way that supports the values and principles described above.

In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff at the school will fulfil their responsibilities in those circumstances.

The Headteacher and SENDCo Leader will be responsible for ensuring that staff, Governors and parents are aware of the policy. They will ensure that any necessary training/awareness-raising takes place so that staff know their responsibilities.

Physical touch

The staff at Ainslie Wood Primary School believe that physical touch is an essential part of human relationships. In our school adults may well use touch to prompt, to give reassurance or to provide support in PE.

To use touch/physical support successfully, staff adhere to the following principles. It must:

- be in the best interests of the child and others
- have a clear educational purpose (e.g. to access the curriculum or to improve social relationships)
- take account of gender issues
- be non-abusive, with no intention to cause pain or injury

Staff need to be aware of sensitivities associated with any form of physical contact with students.

More guidance and advice on physical contact other than the exercise of the power to use force is provided by the Education and Inspections Act 2006.

What do we mean by ‘physical intervention’?

Definition	Example	Where
Non-restrictive physical interventions.	Either where the child’s movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish.	<ul style="list-style-type: none">• escorts and guides• PE guidance• appropriate hand holding
Restrictive physical interventions	Prevent, impede or restrict movement or mobility. Restraint. To use appropriate force to direct.	<ul style="list-style-type: none">• more restrictive hold: and restraints ie T.wrap/ single elbow
Planned interventions	In which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment and recorded in an individual plan for the management of a pupil	<ul style="list-style-type: none">• a positive handling plan
Emergency/unplanned interventions	Occur in response to unforeseen events	

What the law says on when is restrictive physical intervention permissible

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 student from doing, or continuing to do, any of the following:

- a) Committing any offence (or for a student under the age of criminal responsibility, what would be an offence for an older pupil);
- b) Causing personal injury to, or damage to the property of, any person (including the student himself); or
- c) 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.

Risk assessment

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy. It is avoided whenever possible and will not be used for staff convenience.

Restrictive physical intervention will only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out with the child’s best interests at heart.

Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation.

Authorised staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

Supply staff will not be authorised to use restrictive physical interventions. Parents and volunteers in the school are not given authorisation. Staff from the local education authority may have their own policies about the care and control of pupils but, whilst on the premises, they will be expected to be aware of, and operate within, the policy of this school.

How authorised staff might intervene

When a restrictive physical intervention is justified, staff will use 'reasonable force'. This is the degree of force 'warranted by the situation'.

It will 'be proportionate to the circumstances of the incident and the consequences it is intended to prevent'. Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

During an incident the member of staff involved will tell the pupil that his or her behaviour may be leading to restraint. This will not be used as a threat or said in a way that could inflame the situation.

Staff will not act out of anger or frustration. They will maintain a calm, measured approach and maintain communication with the pupil at all times.

Restraint should only ever be carried out when more than one adult is present. This is to safeguard the pupil as well as the member of staff.

The place of restrictive physical intervention within broader behavioural planning

If, through the school's special needs assessment procedures, it is determined that a restrictive physical intervention is likely to be appropriate to help a pupil make progress, a risk assessment will be carried out following the school's guidelines (see Appendix B).

If appropriate, an individual positive handling plan will then be drawn up for that pupil (see Appendix C). This plan will aim to reduce the likelihood of the need for restrictive physical intervention as well as describing how such intervention will be carried out. This plan will be discussed with parents/carers.

Before the risk assessment is implemented, any necessary training or guidance will be provided for the staff involved. The Headteacher and SENCO will be responsible for establishing staff needs and for organising necessary training.

What to do after the use of a restrictive physical intervention

After the use of an unplanned restrictive physical intervention, the following steps will be taken.

- Details of the incident will be recorded by all adults involved on CPOMs (the school logging system)
- Recording will be completed within 2 hours whenever possible.
- Any injuries suffered by those involved will be recorded following normal school procedures.
- The Headteacher will check that there is no cause for concern regarding the actions of any adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the Headteacher will follow the school's child protection procedures and also inform parents/carers.
- Parents/carers will be informed by the Headteacher/SENDCo on the day of the incident. Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions.

Arrangements for recording and informing parents in the case of a planned restrictive intervention will be followed as agreed beforehand but broadly will follow the same pattern as above.

Records will be kept to analyse patterns of behaviour and so decide whether responses are being effective. The Headteacher/SENDCo will report this information to the SEND Governor at their termly meetings.

Complaints procedure

Any complaint will first be considered in the light of the school's child protection procedures. If child protection procedures are not appropriate, the school's complaint procedures will be followed.

APPENDIX A – TRAINED STAFF

The number of staff who are trained and therefore authorised to use positive handling techniques is kept intentionally low. If restraint is required, a senior leader must be called to intervene.

The following members of staff have been trained to use positive handling techniques within Ainslie Wood Primary School.

Role	Name
Senior Leaders	Kerry Scott – Headteacher Louise Baldwin – Assistant Headteacher
Teaching Staff	None are trained/authorised at this time
Teaching Assistants	
Mealtime Supervisors	

APPENDIX B – RISK ASSESSMENT PROFORMA

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

Name of child

Class group

Name of teacher

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?	
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?	

Assessment completed by

Date

Risk Reduction Options

<i>Measures</i>	<i>Possible Options</i>	<i>Benefits</i>	<i>Drawbacks</i>
Proactive interventions to prevent risk Follow up interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

Agreed Behaviour Management Plan and School Risk Management Strategy

Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Agreed By

Relationship to child

Date

APPENDIX C – POSITIVE HANDLING PLAN

Positive Handling Plan (PHP)

Name:

Quad:

TRIGGER Behaviours

Describe common behaviours/situations which are known to have led to Positive Handling being required. When is such behaviour likely to occur?

Describe what the behaviour looks and sounds like.

PREFERRED Supportive and Intervention Strategies

Other ways of CALMING such behaviours. Describe strategies that, where and when possible, should be attempted before positive handling techniques are used.

Verbal advice and support

Reassurance

CALM talking/stance

Negotiation

Choices/Limits

Humour

Contingent Touch

Transfer Adult (Help protocol)

Success Reminder

Others

Distraction (Know key words, objects, likes etc)

Take up time

Time Out (requires written plan)

Withdrawal (requires staff/carer observation)

Cool-off: Directed/Offered

Time allowed out to calm down or cool off

Consequences reminder

Planned Ignoring

Medical Conditions

Note any known medical conditions that should be taken into account before physically intervening (e.g. asthma, brittle bones).

Parents Views:

Pupils Views:

De-briefing process following incident:

Recording and notifications required:

School Representative	
Parents/Guardians	
Other Agencies	
Date	Review Date