

The Use of Positive Handling



Approved by:

Date:

**Next
review due:**

by:

Introduction:

Co-op Academy Leeds students need to be safe and encouraged to take responsibility for their own behaviour. The vast majority will behave well, but some (generally only a few and very occasionally) lose control and need someone else to step in. They need to know we are able to control them safely and confidently. Our pupils nearly always respond well to the school rules and conventions. Situations in which physical intervention may be needed are therefore likely to be relatively rare.

Co-op Academy Leeds staff need to know how to safely and confidently manage inappropriate behaviour. They have to be clear about what options are open to them when all the normal systems have failed, or when there is a clear emergency in which, for example, talking calmly to someone in danger is irrelevant. They need to be free of undue worries about the risks of legal action against them if they use appropriate physical interventions.

School staff have the legal power to use reasonable force, and lawful use of this power will provide a defence to any related criminal prosecution or other legal action. Senior staff at Co-op Academy Leeds will support staff in the lawful use of this power and will not automatically suspend a member of staff who has been accused of using excessive force.

Co-op Academy Leeds parents/carers need to know that their child, and those who are teaching them, are safe and free from disruptive influences or danger. They also need to know that they will be properly informed if their child is the subject of physical intervention. The school is open to any parental queries about its policy and review.

What is reasonable force?

If necessary, reasonable force may have to be used for a reasonable length of time.

Reasonable force means using no more force than is needed. Co-op Academy Leeds will only use force to control pupils and restrain them. Control means either passive contact such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm from a classroom. Restraint means to hold back physically or bring a pupil under control. For example, if used on two pupils who refuse to stop fighting.

Co-op Academy Leeds staff will always try to avoid using physical intervention and will regard it as a last resort. We provide a properly planned and differentiated curriculum that provides appropriate levels of challenge to all pupils, and maintain an effective school behaviour policy that is known and understood by all staff and pupils.

Reasonable force will be used as a last resort, either after all other approaches have been tried, or in situations of clear danger or extreme urgency. 95% of crisis situations can be dealt with through calm, dignified and skilled intervention. (The use of non-confrontational approaches and understanding of messages received from body language are vital).

We utilise only the minimum force required to resolve the situation safely. How we respond to a developing situation will always take into account the personal circumstances, age and understanding of the child or young person.

Positive Handling Plan

In certain cases, a Positive Handling Plan will be created for a child. This would happen when there is a foreseeable risk that a pupil's behaviour could require physical intervention. For example:

- a) A student where information has been received (Primary transition, BAC information, SEN etc) which suggests reasonable force may need to be used

- b) A student who has had to be previously restrained

De-escalation techniques

Except in cases where there is immediate danger, we would normally try other ways of resolving or de-escalating a situation. These could include:

1. Calmly re-stating the rules and expectations for the situation;
2. Removing other pupils from the situation who may be at risk through being an audience;
3. Use of physical proximity, but not in a threatening way;
4. Encouraging the pupil to withdraw to a safer and calmer situation;
5. Calling another adult for support or to take over.

Who may use physical intervention and when

The law allows all members of school staff to have the legal power to use reasonable force. It can also apply to people whom the Principal has temporarily put in charge of pupils, such as unpaid volunteers.

Reasonable force can be used to:

- Stop a pupil committing a criminal offence (including behaving in a way that would be an offence if the pupils were not under the age of criminal responsibility);
- Prevent a pupil injuring themselves, others or staff (including fights);
- Prevent damage to property including the pupil's own property;
- Remove a pupil from a classroom when they have refused to do so;
- Prevent a pupil disrupting a school event or trip;
- Stop a pupil leaving a classroom if there is a concern they could hurt or disrupt others;
- Keep a pupil safe when at risk of harming themselves through physical outbursts.

STAFF SHOULD NEVER USE FORCE AS A PUNISHMENT

If more than minor physical intervention is judged to be necessary, the teacher or adult can call for help by alerting Student Reception, or the staff on the SLT duty rota. If possible staff should:

- Send for the assistance of a qualified Team Teach teacher. Two support assistants working together without a teacher should only be used as an extreme last resort.
- Remove other pupils from the scene if possible;
- Continue to talk calmly to the pupil explaining what will happen, and under what circumstances the physical intervention will cease (but not in a threatening way);
- Use the minimum force necessary and cease the intervention as soon as it is judged safe

What is positive handling?

Reasonable force is not defined legally in isolation. It must be justified as appropriate by the circumstances. We use only the minimum force that is needed to restore safety or appropriate behaviour and we take account of the age, understanding and gender of the pupil. An uncaring attitude is likely to provoke students. The approach recommended is:

- At least two members of staff
- Minimum force and time
- Maximum care and control
- Last resort – after use of behavioural management strategies

Acceptable forms of intervention in this school:

- leading or guiding a pupil by the hand or arm, or shepherding them with a hand in the centre of the back;
- holding a pupil who has lost control until they are calm and safe;
- physically moving between and separating two pupils;
- blocking a pupil's path;
- preventing immediate risk of injury, any necessary action that is consistent with the concept of 'reasonable force' – for example to prevent a pupil running into a busy road or hitting or hurting someone;
- the use of more restrictive holds in extreme circumstances.

It is also acceptable for doors to be locked to ensure pupil safety; as long as a member of staff is always with the pupils in such circumstances (care needs to be taken here regarding Health and Safety Fire Regulations). Staff may move, defend themselves, lead, restrain or block someone, bearing in mind the whole time their own safety as well as that of others and of the child being restrained.

It is unacceptable and likely to be illegal, or grounds for disciplinary action, for staff to use any physical intervention designed to cause pain or injury including:

- any form of corporal punishment, slapping, punching or kicking;
- holding by the neck or collar, or otherwise restricting the ability to breath;
- holding by the hair or an ear;
- twisting or forcing limbs against a joint;
- tripping up a pupil or holding an arm out at neck or head height to stop them;
- holding a pupil face down on the ground or sitting on them;
- shutting or locking a pupil in a room, except in extreme situations whilst summoning support.

Staff should also avoid touching or holding a pupil in a way that might be considered indecent. The dignity of pupils is vital, and we need to foster their self-respect.

NB – In exceptional circumstances, it may be necessary to use physical intervention on intruders from outside the school community. (Again use de-escalation techniques first). The police may need to be called in extreme situations.

After the use of reasonable force

Following a significant incident of physical intervention, when a pupil has resisted or challenged and force has been used, the teacher or adult responsible should, as soon as possible, inform the Principal or Assistant Principal. We acknowledge that such events are stressful for both pupils and staff and both parties will need time to recover, with the chance of debriefing and resolving the situation.

Intervention Removal Areas:

- Principal's Office
- Year Mangers office

A full written account of the incident will be made by the member of staff concerned and recorded on an incident sheet.

Appendix 1

Appendix 2

Appendix 3

The report will contain the key details needed regarding the incident, including details of any injury to any person or damage to property. An unfortunate consequence of restrictive physical intervention is that the student may suffer minor injury to prevent a major injury or safety concern:
- First Aid should be given in such a situation. The sheet must be signed and dated by the member of staff and countersigned if possible by another member of staff who was at the incident. Time should also be spent after the incident to:-

- discuss the incident with the pupil. The aim is for the student to learn from the incident so that Positive Handling is not needed in the future. Monitor the student carefully for 90 minutes after the incident to check their emotional wellbeing.
- interview staff involved and any other witnesses;
- inform the pupil's parents/carers and social worker if relevant (letter and phone call) (See Appendix 3)
- record any disagreements expressed by the pupil or adults about the event;
- take any appropriate further action, liaising with LA, Governors or Unions as appropriate, and acting within the LA's Child Procedures.

Planning for Physical Intervention (Positive Handling Plan: Appendix 1)

Where we think a pupil might require physical restraint we will plan in advance and know who will do what. This planning includes helping pupils to avoid provoking situations, helping them find success and minimise their frustration. It will develop our own skills and help us to manage potential difficulties if we spot them early enough. The pupil's individual behaviour plan would:-

- involve the parents/carers and the pupil to gain their views and to ensure that they are clear about what specific action the school might need to take;
- manage the pupil (e.g. reactive strategies to de-escalate a conflict, at what stage and what type of holds to be used):
- identify key staff who should know exactly what action they should be taking. Any member of staff who may have to use a physical intervention should always be fully briefed about the child in question, and it is best if they are well known to the child.

Training

We are clear that training of staff is vital in this area if we are to adopt best practice and maintain a record of safe management of all school situations. We will make provision in the training budget to develop behaviour management in the school. Training and refreshers will be available, when needed, in restraining techniques.

Who needs to know about the policy?

Everyone connected with the school should know of the existence of the policy and feel free to study it in detail if they wish or need to do so. However, not everyone needs to know about specific incidents. The chart below sets out the information.

Who should be informed	About the policy	About a specific incident
Governors	Governors Welfare to approve	Next Governor Meeting after the incident. Other Governor committees if necessary.
Parents/Carers	On the academy's website	Only incidents relating to their own child - verbal – same day Follow up letter within 3 days (Appendix 3)
Staff	On the academy's website	About any incidents involving pupils they may have charge of.
Pupils	Through meet the tutor.	Those who witness incidents
LA and Health and Safety Team	LA to be made aware	All incidents logged if information needed
Staff Union Reps	On the academy's website	Informed by members if needed
Social workers, supply staff and other agencies working in the academy	On the academy's website	Informed by members if needed

Complaints

We hope that by adopting this policy and keeping parents/carers well informed we will avoid the need for complaints. Any disputes that do arise about the use of force by a member of staff will be dealt with in accordance with the "Dealing with allegations of abuse against teachers and other staff" produced by the Department for Education in 2011. Complaints about this policy should be directed to the Chair of Governors.

APPENDIX 1

NAME

Date of PHP Plan

Review Date

ENVIRONMENTS AND TRIGGERS							
Describe the situations which have led to a dangerous situation in the past							
RISK: <i>Tick the level of the potential risk:</i>	<input type="checkbox"/>	Low	<input type="checkbox"/>	Medium	<input type="checkbox"/>	High	<input type="checkbox"/>
Tick and/or describe precisely what might happen							
Slap	<input type="checkbox"/>	Punch	<input type="checkbox"/>	Bite	<input type="checkbox"/>	Spit	<input type="checkbox"/>
Kick	<input type="checkbox"/>	Hair grab	<input type="checkbox"/>	Neck grab	<input type="checkbox"/>	Clothing grab	<input type="checkbox"/>
Body holds	<input type="checkbox"/>	Arm grab	<input type="checkbox"/>	Weapons	<input type="checkbox"/>	Missiles	<input type="checkbox"/>
Other							
PREVENTION							
Describe any changes to routines, personnel or environment which might reduce the risk of this happening:							
DIVERSION AND DISTRACTIONS							
Describe interests, words, objects etc which may divert attention from an escalating crisis:							
DE-ESCALATION					TRY	AVOID	
Describe any strategies which have worked in the past or should be avoided:							
Verbal advice and support							
Firm clear directions							
Negotiation							
Limited choices							
Distraction							
Reassurance							
Planned ignoring							
Contingent touch							
C.A.L.M. talking & stance							
Take-up time							
Withdrawal offered							
Withdrawal directed							

Transfer adult		
Reminders about consequences		
Humour		
Success reminders		

PHYSICAL INTERVENTION Describe any strategies which have worked in the past or should be avoided:	TRY	AVOID
Help hug		
Cradle hug		
Standing wrap		
Sitting wrap		
Standing double elbow		
Half shield		
Sitting double elbow (single person)		
Standing single elbow (two person)		
Sitting single elbow (two person)		
Figure of four (two person)		
OTHER:		

POSITIVE LISTENING AND DEBRIEF
Describe any strategies which have worked in the past or should be avoided:

RECORDING AND NOTIFICATIONS REQUIRED					
Parents / Carers		Social Worker		Educational Psychologist	
Behaviour Support Service		Virtual School		Others	

SIGNED:

DATE

APPENDIX2

CO-OP ACADEMY LEEDS- Use of Reasonable Force by a member of staff

Details of pupil or pupils on whom force was used by a member of staff (Name, Class)	
Date, time and location of incident	
Details of other pupils involved (directly or as witnesses) including whether any of the pupils involved were vulnerable for ALN, disability, medical or social reasons	
Description of incident by the staff involved including any attempts to de-escalate and warnings given that force might be used	
Reason for using force and description of force used	
Any injury suffered by staff or pupils and any first aid and/or medical attention required	
Reasons for making a record of the incident	
Follow up, including post-incident support and any disciplinary action against pupils	
Any information about the incident shared with staff not involved in it and external agencies	
When and how those with parental responsibility were informed about the incident and any views they have expressed	
Has any complaint been lodged (details should not be recorded here)?	
Report compiled by: Name and role: Signature: Date:	Report Countersigned by: Name and role Signature: Date:

Appendix 3

Date

Dear

Unfortunately your son/daughter had to be physically controlled today in order to prevent him/her from:

Causing injury to himself/herself

Causing injury to others

Disrupting the good order of the school

Damaging property

Committing an offence

Our intervention procedures comply with the law (Education Act 1996 Section 550A). The incident has been logged and filed.

It was checked that your child was not hurt

Your child was seen by our First Aider

Your child was checked and sustained

Medical attention was sought

This was distressing both for your child and the teacher involved. If we have not already done so, you will be contacted at home or by telephone as soon as possible.

Please feel free to contact me if you wish to discuss the incident further.

Yours sincerely