

# Our Lady Queen of Peace RC Primary School

In our school we believe that each person is unique and created to flourish in God's image. We aspire to excellence through a nurturing environment in which every child takes Jesus Christ as their model and develops their individual gifts so that they live fully and serve others.



## Positive Handling Policy

Agreed:

A handwritten signature in blue ink, appearing to be 'J.M. D.' or similar, written over a light blue horizontal line.

Date: 27.2.19

Review Date: Summer 2020

**OUR LADY QUEEN OF PEACE R.C. PRIMARY SCHOOL**  
**POSITIVE HANDLING POLICY**

## **Positively Managing Behaviour**

Behaviour and handling in Our Lady Queen of Peace R.C. Primary School, in line with the mission statement, will respect, value and promote learning, including pupils' rights to be valued. Challenging behaviour has been defined by Emerson (2001) as;

'Culturally abnormal behaviour(s) of such an intensity, frequency or duration that the physical safety of the person, or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities'.

Our approach to behaviour is proactive and initially remains the responsibility of the class teacher. As such there are general guidelines to managing behaviour positively:

- Recognise and emphasise the positive contributions of each pupil, i.e. reward rather than punish.
- Recognise the 'real' nature of challenging behaviour and therefore set realistic and achievable targets for individual pupils.
- Consider challenging behaviour as communication and offer alternative strategies for pupils.
- Consistency of approach from all adults to an individual pupil whose behaviour may challenge.
- Communicate effectively with colleagues.
- Any discussion of individual behaviour will be conducted away from other pupils, unless part of a positive and planned strategy.
- Describe behaviour precisely and professionally with appropriate recording.
- Recognise the emotional impact of challenging behaviour on other pupils and on colleagues.
- Communicate effectively and positively with parents/carers.
- Act in a way that preserves the dignity of each pupil.
- Act in a way that shows we care for, and value each pupil.
- Ensure expectations match pupils' capabilities, especially their understanding.
- Avoid confrontations whenever possible.
- Divert, distract, and change adults to defuse situations.

**Sanctions** - The planned removal of something as a direct consequence of inappropriate behaviour.

Any sanctions must be clearly linked to inappropriate behaviour, and must be understandable to the pupil. This will need to include considerations of timing, e.g. preventing a pupil from doing an activity the following week may not be understood by that pupil. This means that sanctions are only likely to be appropriate for our more able pupils and should only relate to major incidents. Attempts to apply sanctions for minor incidents are not likely to be effective, are more likely to be counter productive, causing more challenging behaviour.

Any sanctions must be agreed in advance by all staff concerned. Sanctions must be discussed with the pupil when he/she is able to listen calmly i.e. not straight after a major confrontation.

Sanctions cannot include the removal of food or drink unless the pupil has already rejected these.

### **Examples of specific strategies for managing behaviour**

Describe and measure the problem – then consider the following:

- Change the environment
- Safe places/zones in school
- Ignore inappropriate behaviour where possible.
- Reward appropriate behaviour – catch them being good.
- Identify and model appropriate behaviour
- Give choices where possible, including staff.
- Timetable adjustments.
- Timed activities, perhaps using large egg timers prior to reward
- Individual pupil-centred recording e.g. charts.
- Symbol/picture timetables.
- Isolation
- Timeout
- Withdrawal

### **Definitions:**

- Isolation-forcing a person to spend time alone (with a supervising adult nearby)
- Timeout-preventing rewards as part of a behaviour modification programme, allowing some space to calm down
- Withdrawal-moving someone to a safer place where they can be monitored and supervised

### **Physical Interventions:**

Physical Interventions which are not restrictive or based on the use of force:

All staff should be aware of the distinction between physical contact and touch, used appropriately in everyday situations to support, encourage, guide or comfort a pupil, and the use of force to restrict movement or to disengage from pupils whose behaviour presents a clear risk of injury. Most of our pupils will benefit from adults physically interacting with them as part of the way we teach. The kinds of physical interactions which are routine will include a range of physical prompts

- Holding a pupil's hand.
- Guiding a pupil by linking arms, placing a hand on their shoulder, on their back or on their elbow.
- In addition to this, if a pupil is distressed, it may be appropriate to place an arm around their shoulder to comfort them.
- Any physical intervention should avoid contact that might be interpreted as sexual. Kissing a pupil on any part of the body is unacceptable.
- Staff need to act in accordance with other school policies, in particular that relating to Child Protection.

### **Restrictive Physical Interventions**

Restrictive Physical Interventions are defined as interventions which

*'involve the use of force to control a person's behaviour and can be employed using bodily contact, mechanical devices or changes to the person's environment.'* (Guidance on the Use of Restrictive Physical

*Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorder DfES July 2002, p10)*

Physical restraint can take a number of forms e.g.

- Physically interposing between students.
- Standing in the way of a student.
- Holding, pushing or pulling.
- Leading a student away from an incident by the hand or gentle pressure on the back.
- Team-Teach friendly hold.

When cases are recognised as a more extreme and possible risk, staff at Our Lady Queen of Peace R.C. Primary School would be trained in Team-Teach.

All Restrictive physical interventions must be recorded on an incident sheet and copied to the Deputy Head Teacher.

### **National and Local Guidance**

Section 550A of the Education Act 1996 clarifies the position about use of restrictive physical interventions by teachers and others authorised by the head teacher to control or restrain pupils. Teachers and other authorised school staff are reminded that use of physical force must be reasonable and comply with:

- DCSF Circular 10/98, "Section 550A of the Education Act 1996: the use of force to control or restrain pupils".
- DCSF letter dated 24 April 2001 to Chief Education Officers in England, "Positive handling strategies for pupils with severe behavioural difficulties"
- Joint DCSF/DoH guidance issued July 2002, "The use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorder"
- Local authority policies.

### **School expectations:**

The use of restrictive physical interventions should always be considered within the wider context of other measures. These include establishing and maintaining good relationships with children, responding to difficult situations using diversion, diffusion and negotiation, thus physical intervention is always the last resort.

Use of physical force that is unwarranted, excessive or punitive is not acceptable. Individual Behaviour Management Plans will set out what is reasonable for individual pupils in foreseeable circumstances. In emergencies or unforeseen circumstances, any use of force must be reasonable.

### **Who may use Restrictive Physical Interventions and when**

All school staff are able to use reasonable force in order to protect themselves or others. In planned interventions, those staff who have been trained in TEAM-TEACH will normally take the lead. (A list of such staff is held by the school bursar.)

Restrictive physical interventions should only be used in the following circumstances:–

- To prevent or stop a pupil harming themselves

- To prevent or stop a pupil harming anyone else
- To prevent or stop a pupil causing significant damage to property.
- To prevent or stop an offence being committed
- To prevent or stop behaviour prejudicial to the maintenance of good order and discipline within the school, or on educational visits.
- To restrain a pupil to determine whether they have a weapon or illegal substances if the pupil is unwilling to allow a member of staff to search them, (See Search and Confiscation Policy.)

### **Positive behaviour management**

All staff should adopt a positive approach to improving behaviour in order to reward effort and application, and to build self-esteem. The school should work in partnership with those who know the child to help those concerned:

- find out why this child behaves as he or she does
- to understand the factors that influence this child's behaviour
- to identify early warning signs.

This approach will help to ensure that early and preventative intervention is the norm. It may reduce the incidence of extreme behaviour and ensure that the use of physical force is kept to a minimum.

All behaviour management plans should be drawn up by the class teacher in conjunction with the Deputy Head Teacher and Parents/carers. Any changes to plans will be made in agreement.

### **Developing a behavioural plan**

- Cause for concern expressed by staff.
- Behaviour which requires intervention additional to normal classroom management techniques is identified
- Begin recording chronology of events and assessment process.
- Discuss with Deputy Head Teacher
- Deputy Head Teacher and class teacher complete behaviour plan with parents/carers
- Plan shared with whole school.
- Plan shared with identified professionals if necessary.
- Date confirmed for review of effectiveness of plan.

### **Post-incident support**

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and result in injuries to the child or staff. After incidents have subsided, it is important to ensure that staff and children are given emotional support and basic first aid treatment for any injuries. A list of First Aiders is displayed in each class and in the offices. In the event of any other medical concerns, the school nurses should be contacted.

### **Reporting and recording use of restrictive physical interventions**

After incidents in which physical intervention is used, staff should report and record the matter in accordance with school procedures on CPOMs and the head teacher and SENCo must be notified. All incidents requiring the use of physical intervention should be thoroughly and systematically documented by the use of Incident Record File. Parents will be informed about incidents.

Governors will be informed of incidents in the head teacher report presented at the termly meeting. Governors will review the frequency and severity of incidents and the effect of restorative actions taken.

### **Staff training**

When a child is identified as having a recognised, persistent, extreme behaviour concern the school aims to train as many staff as possible in the Team-Teach approach to positive behaviour management and physical interventions. This approach is accredited by BILD. Training will take into account staff changes, pupil needs and available time. This will be supplemented by other ongoing training on behaviour management and related issues, for example curriculum development, communication strategies, and manual handling.

### **Equality statement**

- The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.
- This policy has been impact assessed by governors in order to ensure that it does not have an adverse effect on race, gender or disability equality.

## Appendix A: Assessing and managing foreseeable risks for children who present challenging behaviours

Name of child	
Assessment completed by	
Date	

Identification of Risk	
Describe the foreseeable risk	
Is the risk potential or actual?	
List who is affected by the risk.	
In which situations does the risk usually occur?	
How likely it is that the risk will arise?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Risk Reduction Options			
Measures	Possible options	Benefits	Drawbacks
Proactive interventions to prevent risk			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

Agreed Behaviour Management Plan & 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		

Staff Training Issues		
Identified training needs	Training provided to meet needs	Date training completed



## Appendix B: Restrictive Physical Intervention Record

This document provides guidance on the circumstances when restrictive physical intervention can be used and the procedures that should be followed when it is used. Terminology Restrictive Physical Intervention refers to a situation where a member of staff uses force intentionally to restrict a child's movements against his or her will. School staff refers to anyone employed by Our Lady Queen of Peace Primary School who has control or charge of children. Child refers to any child or young person attending the school. Parent refers to parents or carers who have parental responsibility for the child.

Restrictive Physical Intervention should only be used in the context of wider behaviour policies and procedures which promote positive behaviour. There are occasions when restrictive physical intervention is an appropriate and reasonable response to the risks presented in a particular situation. Restrictive physical intervention should only be used when there is no alternative, less intrusive, course of action. Any use of restrictive physical intervention should be consistent with the Department for Education guidance on the "Use of reasonable force: advice for head teachers, staff and governing bodies" 2012. Members of staff are not required/advised to carry out any form of restrictive physical intervention which will put themselves at risk.

### Circumstances when Restrictive Physical Intervention can be used

Section 93 of the Education and Inspections Act 2006 gives all school staff the power to use such force as is reasonable to prevent a pupil from doing or continuing to do any of the following:

- ☒ Committing an offence.
- ☒ Causing injury, or damage, to a person or the property of any person (including the person themselves).
- ☒ Prejudicing the maintenance of good order and discipline in the school or among pupils receiving education in the school, whether during lessons or elsewhere.

The most usual circumstances where reasonable force might be used is when a child's behaviour is likely to cause personal injury or serious damage to property. Members of staff should be very cautious about the use of force in other circumstances and should remember that force should only be used as a last resort and in line with the principles above.

### What is reasonable force?

The DfE guidance provides the following clarification:

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is only to be used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury. It is acknowledged that in extreme cases it may not always be possible to avoid injury as an accidental consequence of the intervention.

#### Who can use Restrictive Physical Intervention

All staff can use restrictive physical intervention to maintain safety in an emergency consistent with the principles of common law.

The 2006 Education and Inspections Act gave all teachers and other school staff, who have control or charge of pupils, the statutory power to use reasonable force.

The Head Teacher can authorise other people to use force e.g. other adults who might be helping with a school trip.

#### Planned versus unplanned Restrictive Physical Intervention

It is important to distinguish between the use of restrictive physical intervention in planned circumstances compared to an unplanned, emergency situation.

#### Planned Restrictive Physical Intervention

When pupils present particularly challenging behaviour a personal behaviour plan will be completed which outlines:

- ☒ Communicative function of the behaviour.
  - ☒ The environmental changes to be made.
  - ☒ New skills to be taught.
  - ☒ How these will be reinforced.
  - ☒ Reactive strategies.
- ☒ If the pupil's behaviour presents a significant risk, RPI may be identified as one of the reactive strategies. When it is likely that a child's behaviour may necessitate the use of RPI as one of the reactive strategies a risk assessment MUST be carried out using the format in Appendix A.

#### Positive Handling Plan

When the risk assessment indicates the likely need for school staff to hold or restrain a child to prevent an injury, the school should record this in a Positive Handling Plan.

The information in the risk assessments will help to inform this plan which will outline:

- ☒ Who has been consulted about the plan.
- ☒ The type of physical intervention to be used.
- ☒ Which adults are authorised to use this intervention.
- ☒ Parental consent for the plan.
- ☒ Head teacher authorisation for the plan.

The recommended format for a Positive Handling Plan is included in Appendix C.

#### Recording the use of Restrictive Physical Intervention

When restrictive physical intervention has been used, whether in a planned or unplanned way, it should be recorded within 24 hours using the format in Appendix C.

#### Informing parents

Parents should always be informed of any incident involving physical intervention. Parents should be included in any review which takes place as a result of an incident of RPI.

#### Post incident support

Any incident involving RPI is likely to be highly emotional and distressing for all pupils and staff involved, whether they are involved directly or as observers. Support will be made available to the staff and pupils involved. This should be offered in a timely manner when individuals are sufficiently calm to be able to talk about the incident.

It is important to help pupils understand why RPI was used, allow them to explain how they felt about it, the triggers for their behaviour and explore how they could make different choices about how they behave in the future to reduce the need for this type of intervention.

Staff will need an opportunity to talk about the incident, how they feel about it, how it might impact on their future relationship with the pupil and how this can be addressed. This should also include a discussion about how the incident could have been managed differently.

The support given to staff and pupils should be recorded in the follow up action section of the RPI incident record form.

#### Unplanned Restrictive Physical Intervention

In an unexpected, emergency situation, the member of staff must make an immediate mental assessment of risk and act accordingly to maintain the safety of all involved.

The procedures outlined above for recording the incident, informing parents, support for those involved and future risk assessment should all be followed.

School staff are not expected to act in a way which puts themselves at risk of injury.

#### Monitoring the use of Restrictive Physical Intervention

The use of RPI within a school is monitored by the Senior Leadership Team of the school in collaboration with a member of the governing body. Parents and pupils should be involved in such a review.

#### Concerns and complaints

When a parent makes a complaint about the use of force by a member of the school staff, it must be taken seriously and addressed by the head teacher, either under disciplinary procedures or procedures for allegations against staff.

#### Training on Restrictive Physical Intervention

Training on RPI must always be carried out in the context of an overarching approach to promoting positive behaviour in school in line with the good behaviour policy.

If school identifies that a child may present with challenging behaviour which may require RPI then appropriate staff will attend relevant training. No RPI will be planned unless staff have received suitable training.

### Appendix C: Positive Handling Plan and Incident Record

Pupil Name:			
Date		Review Date	
People involved in developing this plan (must include parents/carers)			
Why does the child or young person require a PHP?			
Strategies	That create the most appropriate environment for this pupil making it less likely that physical intervention would be required.		
	That may de-escalate a situation.		
Detail of the hold or holds that would be used (if there were a need to hold the pupil firmly to prevent harm to themselves or others).			
Details of the persons who are authorised by the head teacher to hold the pupil if necessary.			
I, the parent/carer of _____ have discussed this positive handling plan and agree to _____ being held safely if their staff assess that there is no alternative for his/her own safety or the safety of others.			
Signed:		Date:	
On behalf of the staff of Our Lady Queen of Peace RCVA Primary School, I undertake to ensure that we inform the parents/carers of _____ on each occasion that we use restrictive physical intervention.			
Signed:		Date:	

Date	Children involved	Staff involved	Outline of incident and actions taken	Restorative actions	Review