



**THE PILGRIM SCHOOL**

Positive Handling Policy

**School Lead:** Head Teacher

**Governor Lead:** Chair of Governors / Whole Governing Body

**Last reviewed:** 1 April 2016

**Approved:** December 2017

**Date of next review:** December 2018

This Policy Should be read in conjunction with:
---

School Behaviour Policy;
--------------------------

School Complaints' policy
---------------------------

**Signed by Chair of Governors:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Positive Handling Policy**

### **1. Policy Statement**

- 1.1 This policy should be read alongside the school behaviour policy.
- 1.2 The Pilgrim School is committed to the well-being of all stakeholders in the school community.
- 1.3 The Pilgrim School recognises that pupils with severe behavioural difficulties sometimes pose a risk to themselves and to others
- 1.4 The Pilgrim School defines 'Positive Handling' as a wide range of supportive strategies for managing challenging behaviour. Included in this is the term 'physical restraint' when force is used to overcome active resistance. These are referred to as 'Restrictive Physical Interventions' in National Guidance DfES/DoH 2002
- 1.5 This policy recognises the advice 'Behaviour and discipline in Schools' January 2016 which describes the circumstances in which teachers and others authorised by the Headteacher may use reasonable force to control or restrain pupils which are likely to cause injury to themselves, others or to damage property.
- 1.6 This positive handling policy has also been designed to comply the requirements of the Manual Handling Operations Regulations, 1992 (revised 1998 edition), and the Health and Safety at Work Act, 1974. It takes full account of the Equality Act 2010, the SEN and Disability Act, 2001, the European Convention for the Protection of Human Rights and Fundamental Freedoms and the EU Charter of Fundamental Right as well as the government advice as contained in 'Behaviour and Discipline in Schools' , January 2016.
- 1.7 The Pilgrim School is committed to a non handling approach. Only staff with permission and relevant training are able to employ handling techniques in extreme circumstances for pupils with very challenging behaviours . Refer to appendix A
- 1.8 The Pilgrim School and governing body is committed to its core values and the execution of this policy will be done in such a way that is congruent with those values.

### **2. Aims**

- 2.1 The Pilgrim School aims to create and maintain a calm and orderly environment that minimises the risks of incidents arising that might require the use of force and where pupils can make academic progress and feel safe. This is achieved through a number of strategies including:
  - Using resources including Social and Emotional Aspects of Learning to teach pupils how to manage conflicts and strong feelings
  - Being aware of pupils' individual needs as identified by their sensory profiling and needs analysis sheets
  - Ensuring staff are aware of de-escalation techniques to manage conflict if it does arise
  - Only using force as an absolute last resort i.e. when the risks involved in doing so are outweighed by the risks involved in not using force.
  - Having up to date and regularly reviewed risk assessments and positive handling plans for pupils.

- Ensuring that risk assessments take into account the environment e.g the secure storage of ‘sharps’
- Providing a safe place where pupils are able to be when agitated allowing for ‘time out’. Time out in this context is interpreted as a positive support. Pupils will be offered ‘Time to Talk’ once they are ready to engage so that any issues can be resolved.

**2.2** Whilst this policy recognises and encourages alternatives to physical restraint, it does not aim for, or expect staff to work through a series of failing strategies first if it is apparent that pupils may be in imminent danger. This is based on National guidance:

“If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen some time in the predicted future.” *Para 1-Pg 4 Department of Health – 1997 – “The Control of Children in the Public Care: Interpretation of the Children Act 1989” – London HMSO*

**2.3** The policy aims to encourage staff to consider the following questions to ensure that physical restraint is reasonable and proportionate:

- How is this in the best interests of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we need to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

**2.4** The policy recognises that a pupil’s context and medical diagnosis (e.g. history of abuse; attachment disorder or ASD) will have an impact on their behaviour or how they perceive situations.

**2.5** The policy recognises that behaviour has a meaning and that negative behaviour can stem from various sources which can include: anxiety and panic; ASD meltdown; low self esteem; attachment; immature emotional development; dynamics between individuals and external factors within the environment.

### **3. Roles, Responsibilities and Implementation**

**3.1** The following have specific responsibilities to achieve the aims of this policy:

**3.11** The Governing Body will:

- a) Review a case that may be considered for exclusion if necessary
- b) Review the policy annually

**3.22** The Head teacher Will:

- a) Ensure staff with permission to engage in positive handling are adequately trained with appropriately accredited courses.
- b) Review incidences involving restraint, ensuring all records are accurate and that the school incident log is open to external monitoring and evaluation
- c) Instigate further action following an incident

- d) Review the Positive Handling Policy and School Behaviour policy where needed following an incident
- e) Provide appropriate support for staff following an incident
- f) Be responsible for decision making regarding either exclusion or informing the local authority that the school can no longer meet need.
- g) Ensure parents are notified immediately following an incident and that they engage with appropriate planning meetings afterwards

### 3.23 The Pastoral Manager will:

- a) Support staff following an incident by developing and supporting a plan for relationship restoration between staff, pupils and families where needed
- b) Provide guidance and advice for managing behaviours that have led to the use of physical handling.
- c) Will identify key staff to monitor the behaviour of any pupil involved in an incident involving physical handling post incident against a written plan with relevant targets incorporated into a pupils' IPP
- d) Review a pupil's risk assessment following an incident

### 3.24 All Staff will:

- Take professional responsibility to read and be conversant with the EHCP, needs analysis and pupil passport for each pupil they teach or pupils that they are likely to come into contact with.
- Undertake their interactions with pupils in a way which is congruent with this policy , the school behaviour policy and the values of the school – with especial reference to *Unconditional Positive Regard*.
- Be mindful of predictable events when they are likely to occur and avoid them.
- Prioritise avoidance, low arousal and de-escalation approaches to behaviour management before resorting to physical handling or restraint.
- Work as a team to ensure the safety of all stakeholders, offering support during an incident as well as afterwards. (this does not necessarily mean that all staff should be involved in the incident).
- Take responsibility for ensuring pupils understand what acceptable behaviour looks like by modelling calm and responsible behaviour themselves, even if this means removing themselves from a particularly tense situation.
- Ensure relevant staff are aware of any potential or actual incidences that may involve or physical intervention.
- Ensure safety of pupils taking vulnerable pupils to a safer place if necessary

### 4. This policy will impact upon the performance of the school by:

- Enabling us to manage the learning of pupils on a safe and calm way
- Ensuring staff and pupils are kept safe

## Appendix 1

### **Permissions**

Only those staff who are trained in positive handling may engage in restraining pupils. The school has adopted the Team Teach method of training accredited by BILD

### **Preparation**

If there is evidence of a history of unsafe or extreme behaviours accompanying a pupil's referral to Pilgrim, this needs to be discussed at the initial home visit. The focus needs to be on the triggers for such behaviours so that an understanding of a pupils' needs is established prior to their first day in attendance. A risk assessment needs to be carried out and if it is deemed necessary for possible restraint to be used, this needs to be included in this form and parents sign to demonstrate they have agreed to this as a last resort.

### **Protocols**

Following an incident which has involved positive handling the following needs to happen:

- Pupil is taken to a quiet area (using positive touch) for opportunity to calm down (no conversations at this stage as this has the potential to inflame the situation)
- Seek medical help for any injuries to either pupil or staff
- Support other vulnerable pupils who may have been effected by the incident
- Incident logged completed within 24 hours and a more detailed log (using form in appendix 2) added to pupils' file
- Parents/carers informed
- Other relevant staff members informed
- Debriefing for staff members involved and support offered where appropriate
- Time for pupil to process the event and have opportunity to express their feelings and learn from what happened
- Time later for relationship repair
- Amendment of needs analysis and risk assessment where appropriate
- If anyone wishes to make a complaint regarding the incident, the complaints' policy needs to be referenced.

## Appendix 2

The Pilgrim School  
Record of Positive Handling (Including Restraint)

Date of Incident:	Time of incident:
Pupil Name: RSO:	Yr grp: Case manager:
Member(s) of staff involved:	
Adult witnesses to restraint:	
Pupil witnesses to restraint:	
Outline of event leading to positive handling (including restraint) – including other strategies tried and reasons for using positive handling rather than another strategy:	
Outline of incident of positive handling (including restraint method used if appropriate):	
Outcome of positive handling:	

Description of any injury(ies) sustained by pupil (or other persons) and any subsequent treatment:	
Date parent/carer informed of incident: By whom informed: Outline of parent/carer response:	Time:
Name & signature of staff member completing report: Date:  Signature of Head:	
Brief description of any subsequent inquiry/complaint or action:	

### Appendix 3

Staff members currently trained in application of 'Team Teach' principles:

Name of staff member	Date of training	I confirm I have received, read and absorbed the Positive Handling Policy
Paul Squire	13 <sup>th</sup> and 14 <sup>th</sup> April 2016	
Lorraine Kirsopp	13 <sup>th</sup> and 14 <sup>th</sup> April 2016	
Tim Gourley	13 <sup>th</sup> and 14 <sup>th</sup> April 2016	
Sherry Rycroft	13 <sup>th</sup> and 14 <sup>th</sup> April 2016	
Sam Stanier	13 <sup>th</sup> and 14 <sup>th</sup> April 2016	
Clare Andrews	13 <sup>th</sup> and 14 <sup>th</sup> April 2016	
Sally Anne Ketton	13 <sup>th</sup> and 14 <sup>th</sup> April 2016	
Debra Ryden	13 <sup>th</sup> and 14 <sup>th</sup> April 2016	
Neil Blackwell	13 <sup>th</sup> and 14 <sup>th</sup> April 2016	
Bev Lee	13 <sup>th</sup> and 14 <sup>th</sup> April 2016	
Jacky Denton	December 2016	
Hope Smith	December 2016	
Lucy Fravigar	December 2016	
Charlotte Nauyokas	December 2016	
Steve Lingard	December 2016	

Jo O'Neill	December 2016	
Rachael Addy	December 2016	
John Blomeley	December 2016	
Carol Belton	May 2017	
Jayne Flynn	May 2017	
Jackie Gourley	May 2017	
Vicki Steadman	May 2017	
Guy Garrett	May 2017	
Michelle Pearce	May 2017	