



Templemoor Infant and Nursery School Positive Handling Policy (Applies to School and X Club)

Policy Adopted	September 2016
Committee	Resources and Safety and Full Governing Body
Last Reviewed	2 nd February 2022
Next Review Date	February 2025



Templemoor Infant and Nursery School Positive Handling Policy

Introduction

At Templemoor Infant and Nursery School we work to ensure that each individual child is able to reach their full potential. We believe that every child has the right to be treated with respect and dignity at all times and that staff will do their utmost to safeguard their safety and wellbeing.

We believe that behaviour and attitude to learning have a major influence on pupil achievement and that every child is entitled to learn in an environment that is safe, secure and free from distraction. This policy should be read in conjunction with the Rights Respecting Behaviour Policy which promotes a positive approach to behaviour management in school.

As a staff we are committed to supporting our children up to and including the duty to have lawful care and control over them. In the majority of cases this is achieved through developing good relationships and communicating high expectations. However, in extreme or exceptional circumstances, staff may need to use physical restraint to prevent harm to the individual child or other children and adults in school. This will always be used as a last resort after all other strategies have been tried and only in the case of protecting the safety of the individual or that of other children or staff. If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy.

Definitions

The term positive handling includes a wide range of supportive strategies for managing challenging behaviour. The term 'physical restraint' is used when force is used to overcome active resistance. A clear and consistent positive handling policy supports children who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

The school 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

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 TEAM TEACH system is recognised by the Local Authority and accredited through BILD – British Institute of Learning Disabilities. Staff undergo specialist training led by a qualified trainer.

Although any member of staff may be required to physically intervene with a child who is endangering themselves or others, we would expect accredited staff to take over as soon as possible.

Only staff with a current, valid Team Teach certificate are authorised to use Team Teach positive handling techniques in school.

Restraint

At this school we only use physical restraint when there is **no realistic alternative**. We expect staff to risk assess and choose the safest alternative. It also means that we expect staff to 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 himself or herself or another person or in danger of seriously damaging property.
- The member of staff should have good grounds for believing this.
- 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 applying restraint. 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** be used 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.

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** behaviour. Responsible staff should think ahead to anticipate what might go wrong.

When considering a child's behaviour, staff will think about the following questions:

- Can we anticipate a Health and Safety risk related to this child'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?

Positive Handling Plans

Risk management is regarded as an integral part of behaviour management planning. All children who have been identified as presenting a risk should have a Positive Handling 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. 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. Positive Handling Plans should be considered along with the child's Educational Health care Plan (EHCP) and any other planning document relevant to the child. They should take account of age, sex, level of physical, emotional and intellectual development, special needs and social context.

Strategies:

Where practical always:

- Tell the child to stop the inappropriate behaviour, and calmly tell them what will happen if they do not.
- Try to defuse the situation orally and prevent it from escalating through the use of distraction.
- Try to move the child away from any peer audience. If the child will not move then consider removing the class to prevent the situation escalating.
- Attempt to communicate with the child throughout the incident using a neutral tone.
- Make sure that another adult is present before using restraint (unless there is serious, immediate risk of harm).
- Ensure that further, additional support can be summoned if needed.
- Make it clear that the physical contact or control will stop as soon as the child calms down.
- Stay calm, speak quietly and recognise when you need to take break.

Try not to:

- Give the impression that you are nervous or out of control.
- Restrain a child when you have lost your temper, or are acting out of anger or frustration
- Give the impression that you are trying to punish the child
- Intervene in an incident unless it's an emergency or you're confident of being able to restrain without risk of injury or making the situation worse. Seek help and work in pairs wherever possible.

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 children have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other peoples' perspective.

It is difficult to devise a framework of support that meets the need of all staff. As individuals we all vary in how much support we need after an unpleasant incident. Generally a member of senior staff would expect to talk to staff and children involved (if appropriate) in any incidents involving violence. If members of staff need time to rest or compose themselves, then the headteacher or deputy will make arrangements for the class group to be supported.

Recording

- Whenever Team Teach holds are used by staff the incident must be reported to the Headteacher/Deputy Headteacher and recorded on the appropriate form (see Appendix 2). These will be stored on CPOMS.
- Reports should include as much detail as possible. Care should be taken to state the facts and not include opinion or speculation.
- The Headteacher/ Deputy Headteacher will call parents to inform them of the incident and reassure them their child is now calm and back in class. If parents cannot be reached, then they will be spoken to at the end of the day by the class teacher.

Out of School Visits

Our equal opportunities policy states that all pupils should be included in all curriculum activities. However, health and safety remains the priority and staff are required to carry out risk assessments for children that may be a possible danger, prior to each visit into the community. Due consideration is to be given to the following:

- Is the child able to cope with the demands of the proposed visit?
- Are there sufficient suitably trained staff accompanying the visit, particularly if there could be an incident?
- How will the school be contacted to get extra help if necessary?

Monitoring and Evaluation

The Headteacher will ensure that each incident is reviewed and instigate further action as required.

Parents

When there is concern about a child, parents will be invited to contribute to a risk assessment and Positive Handling Plan. Written parental agreement will form part of this. Parents will be informed of the school's policies.

Complaints and Allegations

Any complaints will follow the school's complaints procedure.

Links to other Policies

The Positive Handling Policy is written in conjunction to and linked with the following:

- Rights Respecting Behaviour Policy
- SEND Policy
- Teaching and Learning Policy
- Educational Visits Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Equality Policy

Appendix 1 List of those qualified to use TEAM TEACH techniques.

Appendix 2 Blank positive handling plan

Appendix 3 Serious incident report form

APPENDIX 1

Staff trained in the TEAM TEACH positive handling intervention techniques as at October 2022 are:

Stuart Hodgson - Headteacher

Shirley Brown – Deputy Headteacher

Suzanne Cundick – Early Years Lead

Joanne Hardman – Teaching Assistant

Joan Wynne – Teacher

Nicola Rowland – Teacher

Jordan Frost – Teaching Assistant

Toni Phoenix – Teaching Assistant

Beth Handford – Teaching Assistant

Simon Bowers – Teaching Assistant

Stephanie Box – One to One Support

Claire Warmisham – After School Club Deputy Manager

Stacey Little – Breakfast Club Deputy Manager

Madeline Davies – One to One Support/ After School Club Playworker

APPENDIX 2

POSITIVE HANDLING PLAN



Name of child	DOB	Year group
Date plan started	Date plan discontinued	
<u>Effective strategies previously used:</u>		
<u>Strategies not recommended:</u>		
<u>Physical techniques used effectively:</u>		
<u>Physical techniques used which proved ineffective or problematic</u>		

Date	Anticipated risk	Strategy to use	Effectiveness

APPENDIX 3



Templemoor Infant and Nursery School **Restraint of Pupil(s) –Incident Report**

Date of incident:

Time of incident:

Name (s) of staff involved:

Name (s) of pupil(s) involved:

Name (s) of other staff/pupils who witnessed incident:

Brief description of incident:

(Please be objective and factual, outlining how the incident began and progressed, details of pupil's behaviour, what was said by each of the parties, steps taken to defuse/calm the situation, degree of force used, how applied, and for how long.) Please continue on a separate sheet, if necessary.

Reason that restraint was necessary:

Pupil's response & outcome of incident:

Details of any injury suffered by the pupil, another pupil, or member of staff, or any damage to property:

SIGNED DATE

Headteacher Comments: