



**Romans Field School  
Bradwell Village School  
Priory Common School**

# **Inclusive Learning Federation**

## **Positive Handling Policy**

<b>Last reviewed on:</b>	June 2024
<b>Approved at FGB:</b>	20 June 2024
<b>Next review due by:</b>	September 2025

**This policy will be read in conjunction with the Federation’s Behaviour Policy, Exclusions Policy, and Anti-bullying Policy.**

## **Introduction**

Staff in the Inclusive Learning Federation are trained to look after the children in their care. Staff have a duty to intervene in order to prevent the children from:

- hurting themselves or others;
- seriously disrupting good order in the school or in the location where their education is taking place;
- causing damage to school and other peoples' property;
- or where a child demonstrates a temporary loss of competence or capacity.

In the Federation we only use physical restraint when there is no realistic alternative. If a member of staff ever needs to intervene physically, they will follow the Federation's Positive Handling Policy.

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this policy are a small number of responses which may involve the need to control or restrain a pupil. The term 'physical restraint' is used when a control is used to overcome active resistance. These are referred to as 'Restrictive Physical Interventions' in national guidance (DfES 2003). A clear and consistent positive handling policy supports children who have social, emotional, and behavioural difficulties within an ethos of mutual respect, dignity, care, and safety. Children with severe behavioural difficulties sometimes present a risk to themselves and others. Section 550A of the Education Act 1996 and DfE's document on the 'Use of Reasonable Force' (2013) describes the circumstances in which teachers and others authorised by the Executive Headteacher may use reasonable force to control or restrain a pupil. Examples of when such action may be reasonable are to prevent injury to people, damage to property or the child is demonstrating a loss of competence or capacity. This policy details how we implement the guidance in this school. It is designed to help staff to ensure that any actions they take are reasonable, proportionate, and absolutely necessary.

## **Federation Expectations**

The Inclusive Learning Federation takes seriously its duty of care towards its children, employees, and visitors to the school. Staff protection is an important part of safeguarding and child protection; both depend on confident and competent staff who feel supported by the Senior Leadership Team. This policy has a clear focus:

- The first and paramount consideration is the welfare, safety, and protection of the children in our care.
- The second is the welfare, safety and protection of the adults who look after them.

## **Positive Behaviour Management**

All physical interventions in the federation are conducted within a framework of positive behaviour management. The individual school's behaviour policy is intended to reward effort and application and encourage children to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence challenging/unacceptable behaviour and taking steps to divert behaviours leading towards foreseeable risk. Whenever possible, children are encouraged to participate in the development of their own behaviour/support plans by

focusing on positive alternatives and choices. However, if problems arise, staff have an additional responsibility to support all children when they are under pressure and safely manage crises if, and when, they occur.

*'Team Teach techniques seek to avoid injury to the pupils but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique but a regrettable and infrequent side effect of ensuring that pupils remain safe'* (George Matthews, Team Teach Director).

### **Alternatives to Physical Interventions**

Before physical intervention is used, staff will take effective action to reduce risk.

They can use strategies identified on an individual pupil's Positive Management Plan (PMP) as well as:

- showing care and concern by acknowledging challenging/unacceptable behaviour and requesting alternatives using negotiation, diversion, and distraction;
- giving clear directions for children to stop;
- success and/or consequence reminders
- using well-chosen language to de-escalate situations;
- removing an audience or take vulnerable children to a safer place;
- making the environment safer by moving furniture and/or removing objects which could be used as weapons or damaged;
- giving the child limited choices;
- using positive touch to guide or escort the pupil to somewhere less pressured;
- ensuring that colleagues know what is happening and get help.

### **Help Protocols**

The expectation in this federation is that all staff should support one another. This means that staff always offer help and accept it as appropriate. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Colleagues support each other by acting as critical friends during and after incidents.

### **Proactive physical interventions**

It is sometimes reasonable to use physical interventions to prevent unsafe/extreme behaviour from becoming dangerous. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. The paramount consideration is that the action is taken in the best interest of the child and that it reduces, rather than increases, risk. This includes the searching of pupils and their property when it is suspected, or known, that the child is carrying banned items (as detailed in the school behaviour policy).

### **Necessary, Reasonable and Proportionate**

Before any response to unsafe/extreme behaviour, staff should first ask is it necessary and in the best interest of the child and then is it reasonable and proportionate. Staff should not react in emotionally. If they feel they are becoming angry or otherwise emotional, they should withdraw to allow someone else to deal with the situation. Where staff act in line with the school policy they will be supported. It is not reasonable to use force simply to enforce compliance in

circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk.

### **Crisis Intervention**

It is the policy of the Inclusive Learning Federation that staff are trained in the pre-emptive and responsive positive handling strategies and techniques of Team Teach, to complement the behaviour management approaches and strategies reflected in the individual school's Behaviour Policy.

### **Damage**

Should a child persist in causing damage to school property, federation staff will ask verbally 3 times for the damage to cease, and any implements used to perform the damage to be returned to staff. Should the damage continue after 3 clear verbal instructions, staff will use reasonable measures to stop the damage being caused and remove any implements being used to perform the damage. Team Teach restrictive physical interventions will only be used when all other measures fail to prevent the damage or where the child could potentially be harmed or cause harm to others.

### **Health and Safety**

If dangerous behaviour presents a significant risk of injury to people, staff have a duty of care to intervene even if they are not Team Teach trained. Key to addressing any health and safety concerns is the risk assessment process, both at an informal and formal level. Dynamic risk assessments are essential at times such as these.

### **Support Systems**

In the Inclusive Learning Federation, the following support structures are in place:

- pre-warnings communicated within teams and during briefings and staff meetings;
- teams respond quickly to verbal requests;
- calming spaces;
- Positive Management Plan (PMP)/Contracts kept on file to ensure all relevant information about each pupil is available to all members of staff working with them;
- input by the Inclusion Lead;
- liaison with external agencies;
- class team meetings to support both staff and pupils with strategies and acting proactively where behaviours are concerned.

### **Positive Management Plans**

Risk management is regarded as an integral part of behaviour management planning. All children who have been identified as presenting a high risk will have this indicated in their Positive Management Plan (PMP) and the child's individual risk assessment. PMPs detail any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. The federation recognises that there are unforeseen or emergency situations in which staff have to think on their feet and carry out dynamic risk assessments.

### **The Post Incident Support Structure for Children and Staff**

Following a serious incident, it is the federation's policy to offer support for all involved. Time needs to be given to following up incidents and carry out a debrief so that children and staff have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. The federation has formal processes for reporting when unnecessary, inappropriate or excessive force has been used. These are the 'Low-Level Concern' reporting procedure and the 'Complaints Procedure'. Allegations will be investigated by the Executive Headteacher or Governors if the allegation involves the Executive Headteacher.

### **Recording and Review**

Whenever restrictive physical interventions are used the incident must be recorded using the Bound Book. Data from the bound book will be used to analyse incidents and identify actions required to reduce the number and nature of incidents. These records will be retained for the required periods of time in order that the school meets its legal requirements. The Executive Headteacher and Governors will monitor behaviour incidents including restrictive physical interventions. The individual school's incident log is open to external monitoring and evaluation. It may be necessary to amend Positive Management Plans (PMP) and individual risk assessments following a review of an incident. Following a restrictive physical incident, a letter will be sent to parents/carers (Appendix A).

Staff in the Inclusive Learning Federation will at all times be operating in line with DfE guideline 'Use of reasonable force: advice for head teachers, staff, and governing bodies' (2013).

### **MONITORING AND EVALUATION**

This policy and the federation's efforts to improve standards of behaviour will be monitored and evaluated by:

- lesson observations and learning walks;
- behaviour reports and data;
- Bound Book data and reports;
- the monitoring and reviewing of PMPs.

### **REVIEW**

This policy will be reviewed in September 2025.

Dear Parent/Carer

### Restrictive Physical Intervention

It is with regret that I have to inform you that **Name** has been involved in a serious incident which has resulted in staff having to make restrictive physical interventions (RPI). The methods used are in line with our Positive Handling Policy using Team Teach techniques for which staff have received training. Restrictive physical interventions are used as a last resort. Below is an extract from the report we have made of the incident.

#### Behaviours displayed

- |   |   |
|---|---|
| <input type="checkbox"/> Risk to Self                         | <input type="checkbox"/> Risk to Others                           |
| <input type="checkbox"/> Risk to Safe Physical Environment    | <input type="checkbox"/> Risk to Safe Psychological Environment   |
| <input type="checkbox"/> Prevention of Psychological Distress | <input type="checkbox"/> Prevention of Physical Harm              |
| <input type="checkbox"/> Prevention of Criminal Offence       | <input type="checkbox"/> Temporary Loss of Competence or Capacity |

#### Physical intervention strategies used

- |   |  |
|---|--|
| <input type="checkbox"/> Single Elbow – Single Person | <input type="checkbox"/> Sitting Single Elbow – Two Person |
| <input type="checkbox"/> Single Elbow – Two Person    | <input type="checkbox"/> Figure of Four – Single Person    |
| <input type="checkbox"/> Double Elbow – Single Person | <input type="checkbox"/> Figure of Four – Two Person       |
| <input type="checkbox"/> Double Elbow – Two Person    |  |

These interventions were required due to **Name's** continuous unsafe behaviour and potential risk to themselves and others.

If you wish to discuss this incident in more detail, please do not hesitate to contact your child's class teacher.

Regards

**Head of School**