BATH & WELLS
Multi Academy Trust
'That they may have life, life in all its fullness' John 10:10

Positive Handling Policy – Schools Using Team-Teach

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Positive Handling Policy for St Mark's Primary School

1. Introduction

1.1 This policy should be read in conjunction with the school's Behaviour and Safeguarding & Child Protection Policies. It details how we will implement guidance provided by DfE, Team-Teach and other relevant advice.

1.2 The term 'positive handling' includes a wide range of supportive strategies for managing challenging behaviour. A clear and consistent positive handling policy supports all pupils, including those with social, emotional and behavioural difficulties, within an ethos of mutual respect, care and safety.

1.3 Staff have a duty to intervene in order to prevent pupils from hurting themselves or others, damaging property, or in order to maintain good order and discipline. Furthermore, 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.

1.4 Staff at St Marks are trained to look after pupils in their care and aim to focus on de-escalation techniques wherever possible. If a member of staff ever needs to intervene physically, they will follow the school's Positive Handling Policy.

1.5 The DfE non-statutory guidance document 'Use of reasonable force' (dated July 2013- reviewed 2015) provides advice for headteachers, staff and governing bodies: *https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf*

1.6 Section 93 of the Education and Inspections Act 2006 (the Act) enables school staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force.

1.7 DfE guidance on the use of reasonable force in schools (2013) also states that in addition to the general power to use reasonable force, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for "prohibited items". Force cannot be used to search for items banned under the school rules.

1.8 DfE guidance and the Act make it clear that all members of school staff have a legal power to use reasonable force, and that the power can also apply to people whom the headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit. However, in our school, wherever possible, only staff trained in the pre-emotive and responsive positive handling strategy techniques of Team-Teach will use physical intervention techniques with children, and only when necessary.

1.9 Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, damaging property or to maintain good order and discipline, we would expect accredited staff to take over as soon as possible. (See Appendix 1 for current list.)

1.10 In March 2019 the Equality and Human Rights Commission published the guidance document, 'Human rights framework for restraint'. This guidance sets out key principles of articles 3, 8 and 14 of the European Convention on Human Rights (ECHR), incorporated into domestic law by the Human Rights Act 1998, which govern the use of restraint across all settings: *https://www.equalityhumanrights.com/sites/default/files/human-rights-framework-for-restraint.pdf*

2. Team-Teach

2.1 Team-Teach is accredited through ICM (Institute of Conflict Management). Staff undergo a one or two day course (depending upon the needs of the children they are working with) led by two qualified trainers with a refresher course undertaken every two to three years.

2.2 Further details of the Team-Teach approach can be found on the Team-Teach website. The website address is www.team-teach.co.uk

2.3 School staff trained in Team-Teach techniques meet together on a twice a term basis to share their experiences, and practice their techniques, in order to keep their knowledge and skills up to date.

3. Before using physical interventions

3.1 We take effective action to reduce risk by:

- Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.
- Giving clear directions for pupils to stop.
- Reminding the pupil about rules and likely outcomes.
- Removing an audience or taking vulnerable pupils to a safe place.
- Making the environment safer by moving furniture and removing objects which could be used as weapons.
- Using positive guidance to escort pupils to somewhere less pressured.
- Ensuring that colleagues know what is happening and call for help.

3.2 Whilst or before intervention, staff should speak calmly as a way of reassurance e.g. "I am doing this to keep you safe.".

4. Use of Restraint

4.1 The term 'physical restraint' is used when force is used to overcome active resistance.

4.2 At this school, we only use physical restraint when there is no realistic alternative and for the shortest amount of time possible. We expect staff to conduct either a dynamic risk assessment or use the written risk assessment. 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 challenging behaviour should be reasonable, proportionate and necessary. Physical restraint must only be in accordance with the following:

- The member of staff should have good grounds for believing the child is in immediate danger of harming themself or another person, in danger of seriously damaging property or not maintaining good order or discipline.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure a minimum of two Team-Teach trained members of staff present before applying the restraint. Other staff can act as assistants or witnesses.
- Once safe, the 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 purely to force compliance with staff instructions when there is no immediate danger to people and property.
- After the event, the restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity

4.3 The definition of reasonable, proportionate and safe practice can change and evolve and that this will be kept under review.

5. Responding to unforeseen emergencies (Dynamic Risk Assessment)

5.1 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.

5.2 An unforeseen event may require an emergency response with a dynamic risk assessment. After that event, staff have a duty to plan ahead and prepare a risk assessment in the form of a Positive Handling Plan (PHP).

6. Positive Handling Plan (including risk assessment process)

6.1 Risk assessments are required for pupils who exhibit challenging behaviour. Responsible staff should think ahead to anticipate what might go wrong. Parents will be involved with the writing of the risk assessment.

6.2 When considering a pupil's behaviour, staff and parents will think about the following questions

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?

- Have we got all the information we need to conduct the risk assessment?
- Have we provided a written plan?
- What further steps can we take to prevent dangerous behaviour from developing?

6.3 Staff may also need to make an individual risk assessment where it is known that force is more likely to be necessary to restrain a particular pupil, such as a pupil who is considered to be at greatest risk of needing positive handling interventions due to their special educational need (SEN) or disability. Plans should be compatible with a pupil's EHCP and properly documented in the school records.

6.4 An individual risk assessment is essential for pupils whose SEND are associated with:

- Communication impairments that make them less responsive to verbal communication
- Physical disabilities and/or sensory impairments
- Conditions that make them fragile, such as haemophilia, brittle bone syndrome or epilepsy
- Dependence on equipment such as wheelchairs, breathing or feeding tubes.

6.4 Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk, should have a PHP. The plan details strategies which have been to be found effective for that individual, along with any particular responses which are to be avoided. 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 have caused problems in the past. PHP's should be considered along with the child's EHCP or any other planning document relevant to the pupil such as an IHCP or Pupil Passport. The PHP should take account of the age, sex, level of physical, emotional and intellectual development, special needs and social context. Parents will be involved in the writing of each PHP and PHP review.(PHP **Appendix 2**)

7. Post Incident Debrief

7.1 After any incident a full debrief should take place so that learning can inform practice.

7.2 Following an 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 pupils and staff have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate another person's perspective.

7.3 It is difficult to devise a framework of support that meets the needs of all. 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 in any incidents involving any restraint. If the staff or pupils need time to rest or compose themselves, then the Headteacher, Deputy or Assistant Headteacher will make arrangements for this to happen.

7.4 Following an incident, consideration may be given to conducting a further risk assessment, reviewing the PHP, the school Behaviour Policy or this policy. Any further action in relation to a member of staff or pupil will follow the appropriate procedures.

8. Recording

8.1 Good practice requires that:

- All incidents where friendly guides and escorts are used are to be recorded in a Team-Teach book (or CPOMS if the school has it).
- All other incidents involving restraint will be recorded in the bound and numbered book.

8.2 Within these recording strategies, all details must be recorded within 24 hours of the incident and, if entered into the bound and numbered book, signed by at least the staff member involved and the headteacher. Parents will receive a face to face meeting and a copy of the brief incident report (**Appendix 3**) which must be signed, of which the original copy will be kept with the bound and numbered book and a copy to the parents if requested. All staff involved in an incident should contribute to the record which should be completed before the colleague leaves site that day or, in the event that is not physically possible, at the latest within 24 hours of the event occurring.

8.3 All bound and numbered book documentation must be held by the school for 75 years after the date of birth of the child, in the locked safeguarding files.

8.4 Any injury/harm to staff or children involved in an incident must be reported on EEC Safety Suite under the accident reporting module.

9. Monitoring and Evaluation

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

9.2 Paragraph F2 of the Human rights framework for restraint states *'To know whether discrimination is occurring, public bodies should collect and analyse data on their use of restraint, to identify if restraint is being used disproportionately against people with particular protected characteristics under the Equality Act 2010, or who share other identifiable group characteristics, for example, women, ethnic minorities, or people with particular impairments such as learning disabilities.'* The Headteacher will regularly review the use of restraint to avoid unintended discrimination.

10. Complaints and Allegations

10. 1 Any complaints will follow the school's Complaint Procedure.

11. Other physical contact with pupils (DfE Use of reasonable force 2013)

11.1 It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

11.2 Examples of where touching a pupil might be proper and necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid

11.3 This list is not exhaustive, but provides some examples of situations where physical contact is proper and necessary.

Appendix 1 List of those qualified to use Team-Teach techniques
Appendix 2 Blank positive handling plan
Appendix 3 Incident report for parents
Appendix 4 Contact details for further information on Team-Teach.

School Behaviour, Safeguarding, Anti Bullying policies etc will be incorporated into the care package which is used to address each child's needs.

Signed: _____

Print Name:

Date:

Appendix 1

Staff trained in the Team-Teach positive handling intervention techniques as of 11th February 2021 are:

6-hour Foundation Training:

Lana Pugh

12-hour Basic Training:

Rachel Rooke (Trainer)
Helen Bath
Becky Hambleton
Katy Barnes
Claire Hart
Jessica French
Jade Hayes
Rachel Taylor
Andrea Davis
Lisa Owen
Sarah Butcher
Josh Tiddy
Jess Marsh
Olivia Owen

Lisa Hibbard (Trainer)
Julie Bowden
Juliet Davis
Claire Elliott
Rachel Williams
Liz Iannou
Jan Hill
Lou Barnes
Helen Allen
Sarah Main
Karen Parfitt
Chris Haynes
Will Sneddon

Appendix 2

Positive Handling Plan

Child's Name: Date of Plan: Review date of plan:

What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours

What are common triggers?

De-escalation skills

	Try	Avoid	Notes
Verbal advice and support	☐	☐	
Giving space	☐	☐	
Reassurance	☐	☐	
Help scripts	☐	☐	
Negotiation	☐	☐	
Choices	☐	☐	
Humour	☐	☐	
Consequences	☐	☐	
Planned ignoring	☐	☐	
Take up time	☐	☐	
Transfer adult	☐	☐	
Success reminded	☐	☐	
Simple listening	☐	☐	
Acknowledgement	☐	☐	
Apologising	☐	☐	
Agreeing	☐	☐	
Removing audience			
Others	☐	☐	

Diversions and distractions / Praise Points

1. **2.** **3.** **4.** **5.**

Any medical conditions to be taken into account before using physical interventions

Preferred method of physical intervention

Intermediate	Try	Avoid	Notes
Friendly escort	☐	☐	_____
Single elbow	☐	☐	_____
Figure of four	☐	☐	_____
Double elbow	☐	☐	_____
Single elbow in seats	☐	☐	_____
Advanced			
Front Ground Recovery	☐	☐	_____
Back Ground Recovery	☐	☐	_____
Shield	☐	☐	_____

Are there any factors to consider when debriefing? E.g. Communication aids, staff etc.

Hear Explain Link Plan	

How should we record incidents and who should we inform?

Headteacher:	Print name:	Signature:
Parent/Carer:	Print name:	Signature:
Social Care (if applicable)	Print name:	Signature:
Educational Psychologist (if applicable)	Print name:	Signature:
Child	Print name:	Signature:
Other (state role)	Print name:	Signature

Appendix 3

ST MARK'S PRIMARY SCHOOL **INCIDENT REPORT FOR PARENTS**	
DATE OF INCIDENT:	TIME OF INCIDENT:
NAME OF PUPIL INVOLVED:	
NAME/S OF STAFF INVOLVED:	
BRIEF DESCRIPTION OF INCIDENT (including reason that restraint was necessary):	

Parent's Signature_____ Date_____

Print name_____

Original copy to be kept by school in bound and numbered book.

Appendix 4

Who to contact within the Bath and Wells Multi-Academy Trust for further information, advice and support about Team-Teach:

Rachel Rooke and Lisa Hibbard are both accredited with Team-Teach to deliver Team-Teach training to the Bath and Wells Multi-Academy Trust Schools. They both work at St Mark's School, and can be contacted via the school office:

St Mark's Ecumenical Anglican/Methodist Primary School
St Mark's Road
Worle
Weston-Super-Mare
Somerset
BS22 7PU
Telephone: 01934 513008
Email: office@stmarks.bwmat.org

Or by email:

Rachel Rooke RRooke@stmarks.bwmat.org

Lisa Hibbard LHibbard@stmarks.bwmat.org