



INTRODUCTION

Flitwick Lower School is a mainstream 4-9 school providing a broad and balanced curriculum for all pupils. Our pupils nearly always respond well to the school rules and conventions. Situations in which Positive Handling intervention may be needed are, therefore, likely to be relatively few in number. These are mainly in relation to pupils who have significant Social, Emotional and Mental Health needs as identified in their risk assessments, at a glance documents or EHCP. Due to some of their complex needs, there may be children with challenging behavioural difficulties, who present behaviours that may necessitate the use of restrictive physical intervention. This intervention will occur when staff make a dynamic risk assessment that it is in the best interests of the student.

All children with specific behaviour difficulties and where positive handling may be required must have a positive handling plan which has been discussed with and signed off by Parents/Carers. If Parents/Carers have concerns regarding this, they are advised to meet with the Head Teacher to discuss this in more detail.

Any physical intervention will be reasonable, proportionate and necessary to prevent a student from:

- self-harming;
- causing injury to other children, staff or teachers;
- causing damage to property;
- committing a criminal offence;
- and in school settings, behaving in a way that is prejudicial to the maintenance of good order and discipline within the school or among any of its students.

This is written in line with the 'Education and Inspections Act 2006' that introduced a statutory right for school staff to use such force as is reasonable. The power applies where the student is on school premises or any other place where s/he is in the lawful control or charge of the school staff member. This means that the power extends to school trips and visits and clubs.

The policy has been prepared for the support of all staff who encounter students and for volunteers working within the school to explain the school's arrangements for positive handling. The policy is available to parents on request or via the school website.

PURPOSE

The aim of this policy is to ensure a safe and happy environment, where everybody in the school community feels safe and respected.

The objectives of this policy are:

- to provide a safe learning environment.
- to provide a framework in which all staff who encounter students are clear about their roles and responsibilities within the context of positive handling.
- to support the school's Child Protection, Safeguarding and Behaviour and Behaviour Management Policies.

TYPES OF INCIDENT WHERE POSITIVE HANDLING IS LIKELY TO BE USED

Incidents fall into three broad categories: -

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or considerable damage to property.
- Where a student is behaving in a way that is seriously compromising good order or discipline.

Examples of situations, which fall within these categories, are:

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- a student attacks, or on making a dynamic risk assessment is deemed to be likely to attack a member of staff, or another student or visitor;
- students are fighting;
- a student is engaged in, or is on the verge of committing damage or is committing vandalism to property;
- a student is causing, or at risk of causing, injury or damage by misusing dangerous materials or objects;
- a student is running in a corridor in a way which he or she might have or cause an accident likely to injure him or herself or others;
- a student absconds from a class or tries to leave school.
- a student is behaving in a way that is seriously disrupting a lesson, causing distress to the students and/or a breakdown of order.

DEFINITIONS OF POSITIVE HANDLING

Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a student harming himself/ herself, others or property. The Use of Force to Control or Restrain Students (DCSF-00368-2010) states that:

In schools, force is generally used for two different purposes – to control students and to restrain them.

- control can mean either passive physical contact (e.g. standing between students or blocking a student's path) or
- active physical contact (e.g. escorting students using a guide or restraint)

When members of staff use “restraint” they physically prevent a student from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two students are involved in a fight and physical intervention is needed to separate them.

There is no statutory definition of ‘reasonable force’. Whether the force used is reasonable will always depend on the circumstances of individual cases. Deciding on whether the use of force is justified will depend in part upon the context in which the misbehaviour takes place.

The test is whether the force used is proportionate to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour.

In this school, staff have a responsibility to follow this policy and to seek alternative strategies wherever possible to prevent the need for physical intervention.

Reasonable force will only be used as a last resort when all other behaviour management/de-escalation strategies have failed or when students, staff or property are at risk.

All students have a personalised action plan that can be accessed by all staff to support the behaviour management of students.

This plan consists of:

- At a glance behaviour summary
- Crisis Management
- Risk Assessment
- Positive Handling Plan
- Interventions/strategies in line with EHCP needs/ SEND support plan



Important things that you should know about me:

I can be very tactile.

I can be very loving and focused on you.

I can get very cross and throw things. I can destroy things and even hurt people, even if you are my friend.

I like some people but not all people.

I sometimes like people next to me but sometimes I don't want people next to me.

I like to know what is happening in my day and which groups will be here.

Hello I am

Things you can do to help me:

Talk to me in a calm voice.

Explain things to me so that I can understand.

Show me how to do things so that I can understand.

Help me do my learning.

Use a sand timer to show me when activities have finished.

Tell me how to achieve my sticker and give it to me.

Talk to me about things that are different / changes.

Take me for a walk or a run on the playground.

Keep my hands busy: playdough, playdoh, corn flour and water.

Give me something to rip: paper or pop, bubble wrap.

How I communicate:

I like to talk to people.

I like it when people listen to me.

I like to know I am doing things right or properly.

I ask a lot of questions.

I have a timetable train that tells me what I need to do.

Sometimes I can be very loud and noisy.

Early warning signs:

Being loud.

Not following my routine or timetable train.

Walking off and not listening.

Having red cheeks.

Being very fizzy.

Always wanting particular friends with me even when they say no, thank you.

Fixating on something I am not happy with (mistakes) like my cutting or colouring.

Feeling tired or hungry.

Movement break plan:

Lunchtimes:

I sit on a table with a grown-up.

I ask two friends to sit with me. It is okay if they say 'no thank you'.

I eat my lunch and then go outside to play. I use my own cutlery from home to eat my hot dinner.

I have my choosing box and then go outside to play.

I line up with my class: Owls.

Things I like:

I like making things with paper and the junk modelling.

I like drawing.

I like writing.

I like the Learn Pads and the computer.

I like listening to music.

Things I don't like:

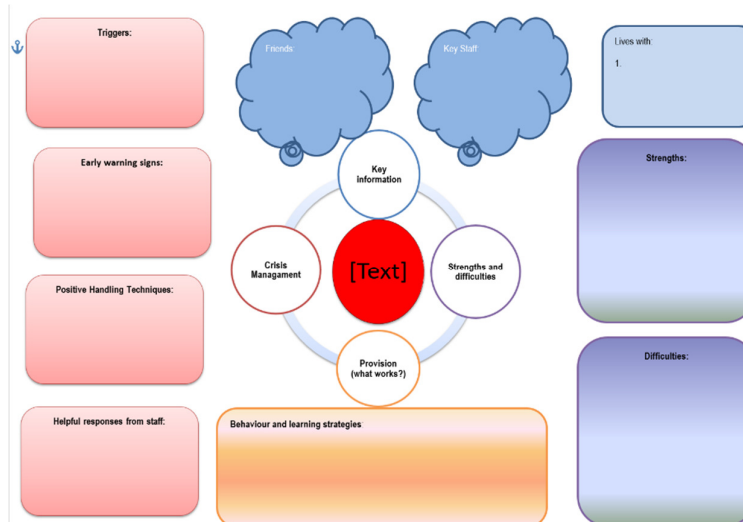
I don't like loud noises.

I don't like too many people in my space.

I don't like people looking at me or eye contact.

I don't like being rushed.

I don't like not knowing 'new things'.



What does the behaviour look like?

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

De-escalation skills	Try	Avoid	Diversion and distraction/ Praise points/ helpful responses from staff:
Reassurance			1.
Giving space			2.
Help scripts			3.
Negotiation			4.
Choices			5.
Humour			
Planned ignoring			Any Medical concerns that should be taken into consideration:
Give space			
Supportive Touch			
Time out			
Consequences			Anything that should be taken into consideration for de-brief (staff, location, time etc.)
Change of face			
Simple listening			
Removing audience			
Others			

Preferred Team Teach intervention	Try	Avoid	Comments
Friendly escort			
T-wrap			
T-wrap to floor			
T-wrap to seat			
Figure of floor			
Double elbow			
Single elbow to seats			

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De-escalation strategies include:

- Verbal advice and support
- Choices/consequences
- Using diversion & diffusion e.g. engaging the child in a discussion about a favoured topic
- Using negotiation
- Time out offered
- Re-assurance
- Planned ignoring
- Humour

AUTHORISED STAFF

Only key members of staff in school are authorised to use physical contact & physical interventions (refer to the section "Definitions of Positive Handling") and staff trained in 'Team Teach' will be authorised to use physical control/restraint as a last resort when alternative strategies have failed.

Staff have a duty to inform the Senior Management team of any injuries which affect their ability to handle children.

TRAINING (Team Teach)

Flitwick Lower School has chosen to train its staff in the Team Teach framework to improve the safety of all the adults and students on site.

Team Teach sets out its' aim: through the promotion of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships.

Team Teach advocates that services should include in their policy a statement that reflects the working realities and likely consequences when individuals are involved in an incident involving use of force.

"Team-Teach techniques seek to avoid injury to the service user, 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 the service user remains safe". (George Matthews - Director)

RECORDING

Where physical control or restraint has been used a record of the incident will be kept. This record should be made in the Numbered and Bound book for the recording of incidents. An incident form needs to be completed as soon as possible after the incident, prior to staff going off duty.

Parents will be informed either by telephone, text or email depending on the parents preferred method. Flitwick Lower School prefers to communicate via face to face.

A Health and Safety Accident/Incident Form will be completed and returned to the Authority in situations where injury has occurred to either members of staff or students. Staff and children will be given basic first aid treatment for any injuries that require treatment. Where staff and students have been involved in an incident involving reasonable force they should have access to emotional support. This can be provided by other members of staff or if an exceptionally serious incident occurs then a referral to Occupational Health may be necessary.

Debriefing must take place as soon as possible after the incident has been dealt with. Any injuries to staff must be recorded on an Incident Form on the body map provided. Any administered first aid should be addressed.

MONITORING INCIDENTS

As all incidents will always be recorded and documented following agreed procedures, there is the opportunity to monitor these incidents thus alerting the Senior Management Team to the needs of any student(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis by the Head Teacher and the results used to help develop individual behaviour plans. The Class Teachers and key staff members will review the Student support plans termly,

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these will also be shared with parents. This will enable all strategies to be recorded and agreed with parents/carers and the student in a formal setting.

RELATIONSHIP TO OTHER POLICIES

This policy should be read in conjunction with the school's Child Protection Policy and Safeguarding policy as well as the schools Behaviour Policy

REVIEW OF POLICY

Flitwick Lower School acknowledges that physical techniques are only a part of a whole setting approach to behaviour management and will review this Positive Handling Policy annually.