

ROSEACRE PRIMARY ACADEMY



Ethos Statement

This policy reflects our school ethos, which recognises, celebrates and welcomes diversity. We believe that each and every one of us brings something valuable to our school community. We aim to develop children's personal qualities and achievements and are committed to giving all of our children every opportunity to achieve the highest standards. This policy helps to ensure that this happens for all children in our school, regardless of age, disability, religion, gender, ethnicity, attainment or background.

Rationale

At Roseacre Primary Academy, we work with children and parents/carers to create a happy, safe, caring learning environment. The school behaviour policy outlines how adults at Roseacre Primary Academy create and maintain good order and relationships through positive approaches. These approaches are successful for the vast majority of the time. This policy on the use of Positive Handling supplements the behaviour policy and makes reference to The Management of Actual or Potential Aggression (MAPA). Both should be read in conjunction with the Health & Safety policy, and the Child Protection policy.

Our key message to children is: **"I care enough about you not to let you be out of control."**

Aims

This policy aims to give all members of the school community clear guidance so that any physical intervention they undertake is carried out in a way that supports the values and principles described in this policy. In particular, it aims to describe the circumstances in which restrictive physical intervention (restraint) is an appropriate response and how staff at school will fulfil their responsibilities in those circumstances.

The Headteacher will be responsible for ensuring that staff and parents are aware of the policy. She will ensure that any necessary training takes place so that members of staff are aware of their responsibilities.

Any positive handling is always carried out in line with section 93 of the Education and Inspections Act 2006.

At Roseacre Primary Academy, we will:

- Create an environment where children and adults feel happy, safe, secure and supported.
- Adopt a whole-school approach to developing social and emotional skills.

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- Ensure that the best interests of the child are our paramount consideration.
- Maintain a duty of care towards our staff by anticipating risks, assessing those risks and taking action to manage the environment to reduce foreseeable risks.
- Take a structured approach to staff development to help staff to develop the skills of positive behaviour management, managing conflict and also to support each other during and after an incident.
- Support staff with strategies that will allow them to remain sufficiently confident to communicate calmly, leading to de-escalation and reduce the need for physical intervention.
- Effectively manage, report and review individual incidents.
- Ensure that any physical intervention is tailored to meet the needs of each child, with due regard to the Equality Act 2010.
- Make reasonable adjustments to environments, policies and procedures to ensure that a disability or behaviour difficulty does not unnecessarily restrict opportunities.
- A Positive Handling Plan will be in place where it is known that force is more likely to be necessary to restrain a child, whose SEND and/or disability is associated with extreme behaviour. (Appendix 1)

Physical touch

The staff at Roseacre Primary Academy believes that physical touch, used positively, is an essential part of human relationships. In our school, adults may well use touch to prompt, to give praise or reassurance, or to provide support in a lesson such as PE.

To use touch/physical support successfully it must be appropriate and must meet the needs of child. Staff will adhere to the following principles: it must

- be non-abusive, with no intention to cause pain or injury: being mindful of Health and Safety;
- be in the best interests of the child and others;
- take account of gender and cultural issues.

Staff need to be aware of any child who finds physical touch unwelcome. Such sensitivity may arise from the child's cultural background, personal history, age etc.

Sometimes staff may handle a difficult situation in a positive way by just saying the right thing at the right time. Sometimes "Positive Handling" involves keeping quiet rather than inflaming the situation.

Sometimes it may be necessary to use touch to 'positively handle' or 'control' a child in a non-confrontational situation, for example to encourage a child away from a situation. In these circumstances, the child's permission must always be sought.

In the minority of situations where physical intervention may form part of a positive response, this does not mean that it is an alternative to all the other strategies.

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What is Positive Handling?

Positive Handling – *"a range of strategies used to de-escalate, defuse and divert in order to prevent violence and reduce the risk of injury to staff and children."*

e.g. use of space, diversions, careful use of words, low tone, volume and pace in communication, listening, calm stances and postures, non-threatening facial expressions, physical reassurance and prompts.

Controls – *"the positive application of force to overcome moderate resistance, guiding and directing a person's free movement."*

e.g. leading a child by the hand, ushering or guiding a child by placing a hand on their back releases and holds with minimum drama and effort.

Restraint – *"the positive application of force by staff, in order to overcome rigorous resistance; completely directing, deciding and controlling force in circumstances that are prejudicing the maintenance of good order and discipline..."*

There should only be one event in which a previously unanticipated behaviour takes staff by surprise. Any unforeseen event or incident may require an emergency response, but after that, staff have a duty to plan ahead. Previous behaviour is the best guide to future behaviour, and if a child has presented dangerous behaviour in the past, a Positive Handling Plan (Appendix 1) will be initiated.

Where a risk has been identified, there is a duty to communicate the risk to anyone likely to come into contact with it.

Where a risk has been identified, a Positive Handling Plan is required to justify the use of a physical intervention. The Positive Handling Plan should outline the agreed intervention strategies, non-verbal, verbal and physical, which support the child. Risk assessment information should be used to provide simple guidance to ensure that, where risk is present, all staff have the knowledge, skills and understanding of the agreed strategies to reduce the risk.

The following pages outline the six stages of a crisis – the behaviours that a child may present with, and suggested strategies for adults to use. The list of strategies is not exhaustive, and will be added to at each annual review. There are more strategies at the end of this policy document.

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The Six Stages of a Crisis

<p>Stage 1 – Low Level Behaviours (Anxiety-MAPA)</p>	<ul style="list-style-type: none"> • Children may show signs of anxiety, e.g. hiding face in hands, bent over or under a table • Pulling up collar, pulling down a hat or hair to hide face • Rocking or tapping • Withdrawing from the group • Refusing to speak or being dismissive • Refusal to cooperate • Adopting a defensive posture
<p>Low Level Positive Handling Responses (Supportive-MAPA) Need for diversion, support and reassurance</p>	<ul style="list-style-type: none"> • Read the body language and behaviour • Intervene early - remove the cause of distress if possible • Communicate – “Talk and I will listen.” • Use appropriate humour • Display non-threatening body language • Talk low, slow and quietly • Offer reassurance – including positive physical prompts, if appropriate • Assess the situation • Divert and distract by introducing another topic/activity
<p>Stage 2 – Medium Level Behaviours (Defensive-MAPA)</p>	<ul style="list-style-type: none"> • Child may begin to display tension – tensing or twitching facial muscles, changes in facial colour, wide eyes, pacing • Belligerence or verbal abuse • Making personal or offensive remarks • Breathing becoming shallow and short • Talking louder, higher, quicker • Adopting aggressive postures – rigid body, arms crossed, clenched fist, jutting jaw, chest out
<p>Medium Level Positive Handling (Directive-MAPA) Need for diversion, reassurance, clear limits, boundaries and choices</p>	<ul style="list-style-type: none"> • Continue with de-escalation responses (above) • State desired behaviours clearly • Set clear, enforceable limits • Offer alternatives and options • Offer clear choices • Give a get-out with dignity • Assess the situation and consider making the environment safer and sending for help • Guide the elbows towards safety

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<p>Stage 3 – High Level Behaviours (Risk behaviour-MAPA)</p>	<ul style="list-style-type: none"> • Shouting and/or screaming • Crying • Damaging property • Moving towards danger • Fiddling with electrics • Climbing trees, roofs or out of windows • Tapping or threatening to break glass • Picking up objects to use as a weapon • Hurting self or others • Grabbing or threatening others
<p>High Level Positive Handling Responses Possible need for restrictive intervention appropriate to the child (Possible Physical Intervention-MAPA)</p>	<ul style="list-style-type: none"> • Continue with de-escalation responses • Make the environment safer – moving furniture, removing potential weapons • Guide assertively – hold or restrain if <i>absolutely necessary to protect the best interests of the child</i> • Ensure face, voice and posture are supportive and non-threatening • Accept help offered* – a change of face may help the child to save face <p>* There is an expectation that all staff will offer help and that, at this 'crisis' level, colleagues should accept help when it is offered and not see it as a sign of weakness.</p>
<p>Stage 4 – Recovery Behaviours (Tension Reduction-MAPA)</p>	<p>This stage can easily be confused with the anxiety stage</p> <p>Children may sit quietly in a hunched position</p> <p>The difference is that they can revert quickly to extreme violence without the build-up associated with normal escalation as described in Stage 2</p>
<p>Recovery Positive Handling Responses Need for co-ordinated 'letting-go' and reassurance (Therapeutic Rapport- MAPA)</p>	<ul style="list-style-type: none"> • Support and monitor • Give space • Look for signs that the child is ready to talk • This may not be a good time to touch, as this could provoke a reversion to crisis

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<p>Stage 5 – Emotional Vulnerability-MAPA</p>	<ul style="list-style-type: none"> • After a serious outburst, children can become emotionally vulnerable • They may not want to interact
<p>Emotional Vulnerability Positive Handling Responses Need for observation, support and monitoring</p>	<ul style="list-style-type: none"> • Support and monitor • Respond to any sign that the child wants to communicate • Show concern and care but do not attempt to resolve disciplinary issues at this stage
<p>Stage 6 – Recording and Reporting/ Debriefing-MAPA Need for listening and learning</p>	<ul style="list-style-type: none"> • Listening and learning • Recording, reporting and communicating • Planning to avoid similar events in the future <p>Once somebody has been through a crisis, all staff should be looking carefully for early warning signs of a reoccurrence</p>

When is Restrictive Physical Intervention (restraint) permissible at Roseacre Primary Academy?

Section 93 of the Education and Inspections Act 2006 enables school staff to use 'such force as is reasonable in the circumstances' to prevent a pupil from doing, or continuing to do, any of the following:

- Committing an offence (or, for pupils under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil himself);
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent.

Using force to control a child's behaviour will *only* be considered in an emergency situation, or where other behaviour management options have proved ineffective or are judged to be inappropriate. The degree of force used should be the minimum needed to achieve the desired result.

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Use of force cannot be justified to prevent trivial misbehaviour. However, deciding whether misbehaviour is trivial also depends on circumstances. For example running in a corridor crowded with small children may be dangerous enough not to be regarded as trivial.

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy. It is avoided whenever possible, and will not be used for staff convenience. Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks, e.g. by removing other children and sending for assistance.

When using active physical intervention, there must be due regard to any SEND or disabilities a pupil might have. Schools have two key duties:

- not to treat a disabled pupil less favourably, for a reason relating to his or her disability, than someone to whom that reason does not apply, without justification; and
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage to pupils who are not disabled (known as the reasonable adjustments duty)

The statutory power conferred by section 93 of the Education and Inspections Act 2006 is in addition to the common law power of any citizen in an emergency to use reasonable force in self-defence, to prevent another person from being injured or committing a criminal offence. Reasonable force may also be used in exercising the statutory power introduced under section 45 of the Violent Crime Reduction Act 2006, to search pupils without their consent for weapons.

Who may use active physical interventions?

The staff to which this power applies are:

- any member of staff employed by Roseacre Primary Academy
- any other person whom the Headteacher has authorised to have control of the children

Parents and volunteers in the school are not given authorisation.

Staff from the local authority may have their own policies about the care and control of children but, whilst on the premises, they will be expected to be aware of, and operate within, the policy of this academy. This means that visiting staff will need to ask the headteacher for authorisation.

What to do after the use of an active physical intervention

- Details of the incident will be recorded by all adults involved, as soon as possible after the incident, on the "Physical Intervention Report" (see Appendix 2)
- Any witnesses will also record their involvement.

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- Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- Any injuries suffered by those involved will be recorded following normal school procedures.
- The Headteacher (or a member of the Senior Leadership Team in the headteacher's absence) will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the headteacher will follow the academy's Safeguarding Children procedures and also inform parents/carers.
- Parents/carers will be informed by the Headteacher on the day of the incident. If this is initially done by phone, it will be followed up in writing. (Appendix 3) Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions. This will be provided by the Headteacher.

Stop and Search

The law includes the provision to stop and search children without consent. For example, staff can use reasonable force to conduct a search for weapons, stolen items, alcohol, cigarettes, illegal drugs, fireworks and pornography. However, force should be used as a last resort and never as a punishment. Nor can staff use reasonable force to search for items, such as mobile phones, that are restricted under school rules.

Complaints

Should a complaint against the use of force be received, the onus is on the person making the complaint to prove the allegations are true, and not for the member of staff to show they have acted reasonably. In the event of a complaint, the academy's Governing Body Complaint Procedures will be followed.

This policy will be kept on the shared drive. Parents will be informed of the policy on occasional newsletters and on the school web site.

This policy will be reviewed in autumn term 2016

Signed: *A M Walker* Inclusion Manager

Signed:  Headteacher

Date adopted by Governing Body: March 2015