

QUEENSBERRY

ALTERNATIVE

PROVISION



POSITIVE HANDLING

POLICY

Written by: NM
Reviewed by: PC
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Introduction

It is important to maintain a caring, welcoming ethos which establishes a safe, secure and stable environment to enable students to grow, develop and learn. Accordingly, Queensberry AP takes reasonable steps, through our pupil management and staff training programme, to minimise the likelihood of positive handling becoming necessary.

The majority of children do not behave in an aggressive or violent way. For children who present challenging behaviours, redirection, diffusion, prevention and avoidance are the first tools in managing violence and will tend to make control and restraint unnecessary in the majority of situations. However, there may be occasions when the use of positive handling is appropriate and necessary. For this reason there is a duty on all schools in England to have a policy to reflect this practice.

Positive handling should be limited to emergency situations and used only in the last resort. Section 550A of the Education Act 1996 and DFEE Circular 10/98 allows teachers, and other members of staff at a school who are authorised by the Headteacher, to use such force as is reasonable in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage to property. The guidance extends this to maintaining good order and discipline, for both on-site and off-site activities. Positive handling should only be used when all other strategies which do not employ force have been tried and found unsuccessful or in an emergency situation.

Prevention

As previously mentioned Physical Intervention should be a last resort. Staff should utilise a range of de-escalation strategies before initiating the intervention. The majority of potential interventions are often prevented by using a variety of de-escalation strategies, in order to become familiar and competent with such strategies staff should refer to the Queensberry AP Behaviour Policy.

Definitions

Positive handling is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property. The proper use of positive handling requires skill and judgement, as well as knowledge of non-harmful methods of restraining. The decision to use positive handling as restrictive physical intervention must take account of the circumstances and be based on an assessment of the risks associated with the intervention compared with the risks of not employing a restrictive intervention. The physical intervention must also only employ a reasonable amount of force. As there is no legal definition of reasonable force that exists, for the purpose of this policy and the implementation of it in Queensberry AP the following has been developed;

Physical intervention will involve the **minimum** degree of force necessary for the **shortest** period of time to prevent a pupil harming himself, herself, others or property;

Implementation

Positive handling should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him or others. Positive handling skilfully applied may be eased by degrees as the child calms down in response to the physical contact. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour. Should physical restraint be necessary it will be utilised by staff trained in the correct procedures.

Our Designated Safeguarding Leads have vast experience in recognising the early stages of a behavioural sequence that is likely to develop into violence or aggression and how to employ 'defusing' techniques to avert any further escalation. They are also taught how to intervene safely.

This includes:

- Strategies for preventing the occurrence of behaviours which precipitate the use of physical intervention;
- Strategies for 'de-escalation' or 'defusing' which can avert the need for a physical intervention;
- Procedures for post-incident support and de-briefing for staff, pupils and parents/carers;

Types of Incident

An intervention may be necessary to prevent the following from occurring:

- The student causing harm to themselves.
- The student causing harm to others.
- The student causing damage to property.
- The student committing a criminal offence.
- The student causing disorder within our provision.

Approved Physical Intervention/Control Techniques

The following list consists of holds which have been approved for use during physical intervention situations;

- Caring "C's" & Guiding
- Single Elbow
- Double Elbow
- Figure of 4
- Figure of 8

- Seated Single Elbow
- Seated Double Elbow
- Seated Figure of 4
- Wrap Hold
- Front ground recovery (by advanced trained staff only)

When performing any intervention, all effort should be made to provide a soft surface for the student, staff should continue to talk to the student in a calm manner and ensure the student maintains their dignity.

The following techniques have been identified as causing an unacceptable risk when used on children and young people. These techniques are not use be staff at Queensberry AP. These techniques in question are:

- The Seated Double Embrace
- The Double Basket Hold
- The Nose Distraction Technique

There are certain situations when staff should not intervene without help and assistance should be sought out when dealing with;

- A student physically larger than the staff involved
- More than one student
- When a member of staff believes that s/he may be at risk of injury

In those circumstances where the member of staff has decided that it is not appropriate to restrain the pupil without help they should:

- Remove other students who might be at risk
- Summon assistance from colleagues

Until assistance arrives, the member of staff should continue to attempt to defuse the situation orally, and try to prevent the incident from escalating.

Following the Incident

Following any positive handling incident staff will rebuild and reconfirm relationships with the students. This will involve a restorative meeting to ensure a positive relationships is maintained.

Recording

The member of staff should record the incident **as soon as possible**, normally prior to staff going home and be signed by all staff involved and the Designated Safeguarding Leads.

Details on the form will include:

- How the incident developed
- Attempts made to calm the situation
- Names of any staff or students who witnessed the incident
- The outcome of the incident including any injuries sustained by any student or member of staff
- Any injuries or marks received by any party using a completed body map
- Any damage to property
- When and how parents/carers were informed
- A summary of actions taken after investigation