

ASKERN LITTLEMOOR
INFANT ACADEMY



Positive Handling
Policy

Policy Updated	September 2020
Next Review	September 2021

ASKERN LITTLEMOOR INFANT ACADEMY
Positive Handling Policy

We aim to:

- Create a calm, purposeful environment in which staff and pupils feel secure
- Encourage positive behaviour
- Have consistent strategies to manage unacceptable behaviour which are set in the context of the ages and abilities of the children in the school

Control

- There will be rare occasions when children have to be controlled. Typically, this is when children with a high level of personal stress, a dangerous lack of self control and a desire to challenge or threaten- are diverted from harming themselves or others, or from seriously damaging property or need to be protected from the likelihood of them doing so.
- It is important to try to isolate the incident- removing the child or the audience. Age and understanding will have an important effect on control.
- Control must only be used where a child is injuring him/herself, others or seriously damaging property or where a child is in potential danger of self-injury, of injuring others or seriously damaging property, or where child is being extremely abusive and threatening the well-being of others.
- Where a child is about to do something where there is a clear potential for the above, then staff should properly effect controls to prevent him/her from doing so. This may include removing a pupil from a potentially harmful situation into a calmer environment.
- Control is
 1. The positive use of persuasion and dissuasion
 2. Physical presence
 3. Being around
 4. Prevention of absconding
 5. Physical positive handling.

Staff at Askern Littlemoor Infant Academy are trained to look after pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others.

If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy.

The term positive handling includes a wide range of supportive strategies for managing challenging behaviour. The term 'physical restraint' is used when force is used to overcome active resistance. A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

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.

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

Before using physical controls

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 them 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.

Restraint

At this school we only use physical restraint when there is no realistic alternative. We expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and 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 extreme behaviour should be reasonable and proportionate.

Physical restraint must only be in accordance with the following:

- The child should be in immediate danger of harming itself or another person or in danger of seriously damaging property.
- The member of staff should have good grounds for believing this.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.
- Once safe, 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 usually be used purely to force compliance with staff instructions when there is no immediate danger present to people and property.
- The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity.

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

Responding to unforeseen emergencies

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. An unforeseen event may require an emergency response. After that event, staff have a duty to plan ahead and prepare a risk assessment.

Risk Assessment

Risk assessments are required for pupils who exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong.

When considering a pupil's behaviour, staff 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 a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

Positive Handling Plans/Risk Assessment

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 Positive Handling Plan.

The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. 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 caused problems in the past.

Positive Handling Plans should be considered along with the child's Statement of SEN and any other planning document relevant to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special needs and social context.

Post Incident Debrief

Following a serious 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 have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other peoples' perspective.

It is difficult to devise a framework of support that meets the need of all staff. 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 (if appropriate) in any incidents involving violence. If members of staff need time to rest or compose themselves, then the head teacher or deputy will make arrangements for the class group to be supported.

Recording

All incidents of unacceptable behaviour should be recorded.

All serious incidents will be recorded on CPOMS.

Monitoring and Evaluation

The Head Teacher will ensure that each incident is reviewed and instigate further action as required.