



**Danemill**  
Primary School

*Only the best is good enough.*

# Positive Handling Policy

**Date agreed: May 2017**

**Review Date: May 2019**



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## **Physical Intervention**

It is recognised that in specific circumstances of serious threat to pupils, staff or property, it is necessary to use techniques that may involve some physical restraint in order to ensure the health and safety of all. We follow the guidelines and protocols for physical restraint of Leicestershire County Council.

This policy should be read in conjunction with our school Behaviour Policy.

### **Staff Training**

A number of staff who have been trained to an appropriate level are sanctioned to use restrictive physical interventions. However, in an emergency the use of physical intervention by other people can be justified if it is the only way to prevent injury or to prevent an offence being committed. The use of physical intervention should be reasonable and proportionate and, could be expected to reflect the person's previous training in the appropriate use of Positive Handling Strategies.

A register of MAPPA trained staff and staff authorized to apply MAPPA Positive Handling techniques is held in the school office with certificates.

### **Use of Restrictive Physical Intervention**

Staff may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following:

- i. Committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility)
- ii. Causing personal injury to or damage to the property of any person (including the pupil her/himself).
- iii. Engaging in any behaviour that may cause serious harm or injury to staff, teachers or other people on the school site (including the pupil her/himself)

It applies where a member of staff of the school is:

- i. On the premises of the school.
- ii. Elsewhere at the time when as a member of its staff, they have lawful control or charge of the pupil concerned (e.g. school trip).

Ref: 1098, Section 550A, 1996 Education Act

### **Recording**

Incidents where physical interventions have been used should be reported to D. White (Executive Head teacher) or T. Lawrence (Head of School) in her absence, via CPOMS (Child Protection Online Management System). A Holding Till Calm Form should be completed and added to the numbered book within 24 hours after the incident (the book is to be held with the Head of School and is located

in the Safeguarding Cupboard). It is recommended that staff seek advice from a senior colleague or a representation of their professional association when completing the report, where it was a complicated situation, or if a child is inadvertently hurt in the restraint. The reports and physical interviews record will be reviewed termly formally by the Headteacher and a report fed back to the Safeguarding Committee/Advisory Board and the SLT. Regular liaison takes place between the SENCO and Headteacher.

In addition, a positive handling plan should be written or updated. All pupils who display consistent serious behaviours will have a risk assessment and physical intervention plan. Parents will be part of this process at all times.

### **Injury to staff**

Some staff are trained in supporting pupils who at some time may need positive handling interventions. If a member of staff is injured by a pupil they must complete the serious incident form. These forms are monitored by the Head of School and serious injury reported electronically to the Local Authority.

### **Post Incident Management**

Incidents that require the use of restrictive physical intervention can be upsetting to all concerned. After the incident has subsided the staff and pupil involved will be given welfare support. They will be provided with an opportunity to talk about what happened in a calm and safe environment, usually by the SENCO and Head of School.

Parents or carers will be advised as soon as possible of the incident involving their child and given the opportunity to discuss it. A Record is kept of all talks with parents (on CPOMS).

### **Complaints**

Complaints will be dealt with by a committee of the Advisory Board. The use of restrictive physical interventions must always be considered within the wider context of other measures. These include establishing and maintaining relationships with pupils and using diversion, diffusion and negotiation to respond to difficult situations. Under no circumstances should food or drink be restricted. When a child is placed into time out in accordance with their flow chart, their basic human needs are paramount. Use of a physical intervention that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force, should be dealt with under the schools disciplinary procedures.

### **Statutory Duty of the School**

D. White (Executive Head teacher) takes overall responsibility for the policy and it's implementation, for liaison with the Advisory Board, Parents, LA and appropriate outside agencies. The Executive Headteacher will ensure that all staff are supported and have the opportunity to attend an appropriate training course including Positive Handling Strategies.

### **Monitoring, Evaluation and Review**

The Advisory Board will review this policy annually and assess it's implementation and effectiveness. The policy will be promoted and implemented throughout the school.

APPENDIX 1 (completed good example):

<b>MAPA – Holding Till Calm Incident Report</b>				
<b>Pupil Name:</b> Fred		<b>DOB:</b> 30-09-08		
<b>Location of Incident:</b> <b>Top end of the Library</b>		<b>Date:</b> 30-09-16		
<b>Full Names of Staff Involved:</b> Sue, Frank Mrs Jones and Miss Poppins				
<b>Start Time of Incident:</b> 1.15	<b>End Time of Incident:</b> 1.40	<b>Any injuries:</b> NONE	<b>Further information re: injuries</b> N/A	
<b>Duration of restraints:</b> 1 x low level standing/walking hold approx. 1 minute		<b>Medical Check:</b> Visual checks completed		
<b>External Contact</b>	<b>Date/Time</b>	<b>By whom</b>	<b>To whom</b>	<b>Records Completed</b> Accident Report Racial Incident Report Bullying Incident Report SO2 Other
Parent/Carer	30-09-16	Sue	Mum Betty Boo	
School				
Social Worker				
Medical Staff				
Police				
Other				
<p><b>Record of parent contact conversation:</b> Sue spoke with mum after school at 3.15pm. Frank present also. Fred and his sister stayed with Mr Plod and Miss Smith in a separate room.</p> <p>SUE spoke to mum about the events of today and explained that Fred was escorted by SUE and FRANK. SUE explained that we are trained and that it is our duty of care to tell parents if we have had to hold / escort their child. SUE explained that as a school a PHP would be drawn up and shared with her just so she had a full understanding of MAPA and its principals. Mum understood and thanked FRANK for all her help.</p> <p>SUE explained to mum that we might see an escalation in Fred’s behaviour but we would keep her informed and hope that working together we can support Fred through this difficult time. FRANK explained that it was the first time that she had seen Fred sob, as he normally does not get to that stage. Mum agreed that that is something he doesn’t normally do and was worried that he was going to have a break down as it was all getting too much for him.</p> <p>SUE spoke to mum about the meeting pencilled in for next Thursday and said we would speak to her about possible strategies once we had a plan together.</p> <p>SUE asked mum if she would give us permission to contact her support worker, she passed details onto FRANK.</p> <p>Mum went into Fred and his sister and Fred gave her a big hug. Everyone left school with a smile on their face.</p>				
<b>Environment and Triggers:</b>				

At lunchtime Fred was hit by another child, this was dealt with but when Fred came into class he started to walk around the room and then hit out at another child. He then walked out of the classroom and off from Mrs Jones.

Mrs Jones came to fetch SUE from HT office. SUE went down and Fred was facing the wall in the gap between the corridor doors and the lockers outside year 3 classroom.

Fred told SUE that he wanted to be on his own and he hated the school and he wanted to go home to mum, SUE said that mum would be here at the end of the day, but if Fred could come to a safer place, i.e HT office on a comfy chair, where he could be left on his own we could look at ringing mum so he could talk to her. Fred simply said no no no. SUE asked Mrs Smith to go back to her duties and SUE would stay with Fred.

Fred kept saying Go away Go away Im going to walk home to my mum she is the only person I want to be with. At this point Fred turned to face SUE and he was clearly crying and he said I am going to walk home I want to see my mum, SUE reiterated his choices and that she couldn't let him do that. This similar conversation continued for approx. 5 minutes. Mrs Poppins then walked through the corridor and SUE asked her to get Frank, as a fresh face and someone who knows Fred better.

FRANK came and she tried to reason with Fred but he refused to face her, he was still crying as you could hear the sob.

Fred then opened the doors and as the corridor was full of KS1 children SUE started to guide using gestures, but it became clear that Fred was not following the directions to go to FRANK's room. At this point SUE and FRANK used a escorted hold to direct Fred away from the busy corridor and into FRANK's office.

#### Nature of Risk

Injury to Person		Serious Disruption		Absconding	
Damage to Property		Criminal Offence		Bullying	

#### Describe Precisely what the risk was

*Fred was clearly distressed and loosing control and SUE felt that he needed to get a less busy space, as there was movement around the area, where we could try better distraction methods and give Fred space he wanted. SUE felt that Fred would try and leave school to go home. FRANK confirmed that he had tried to climb the fence previously.*

#### Who was at risk?

Fred

#### Managing Risk

*Describe current arrangements in place that have been made to support pupil eg. Routines, additional staff*

*All work related pressure has been removed from Fred at present as he is in a heightened emotional state.*

*Fred has a card system which allows him to go to an agreed safe space*

*Fred has seen the school counsellor.*

#### Diversion, Distraction and De-escalation Attempted

Verbal advice and support		Firm clear directions		Negotiation	
Limited Choices		Distraction		Diversion	
Reassurance		Planned ignoring		Contingent Touch	
C.A.L.M talking/stance		Take up Time		Success Reminders	
Withdrawn offered		Transfer Adult		Help protocol	
Withdrawn directed		Humour		Other.....	
Reminders about					

Consequences				
<b>Pupil's response:</b> Fred simply continued to repeat, No No No, go away, I hate this school, I am going to go home to mum etc....				
<b>Physical Intervention Strategies Attempted</b>				
	Low	Medium	High	
Standing	1 minute escorted to D Mumford rooms.			
Seated				
Infant				
Other				
<p><b>Was the pupil removed to an agreed place? Yes/No</b></p> <p><b>Where? FRANK's office</b></p> <p><b>How long for? 30 minutes</b></p> <p><b>Brief description of the staff intervention:</b></p> <p>SUE and FRANK used a low level standing escort to direct Fred to a safe space. Once in the office Fred was immediately released. He turned to face the wall continued repeating what he had been saying and kicking his foot against the door and skirting board.</p> <p>SUE then asked if it would help if she left the room. She waited outside the room in case FRANK needed support as Fred was still clearly agitated. She did so and he was beginning to calm after about 10 minutes. Fred then asked if he could go to the loo and walked calmly holding FRANK's hand. They walked calmly back to FRANK's office, where Fred was given space to complete a chosen activity as he was not ready to go back to class. Fred verbalised when he was ready to go back to class and Frank went with him, settling him back in and explaining the activity the rest of the class were doing. Frank set 3 goals and introduced a motivator. Frank reminded Fred about using his time out card and going to his agreed safe space as adults could see him but would give him the space he needed.</p> <p><b>Pupils response:</b></p> <p>Once in a safer space and with a fresh face Fred did respond to FRANK's de escalation strategies.</p>				
<p><b>Incident review with pupil : Date:</b></p> <p><b>By whom:</b></p> <p><b>Comments:</b> The incident has not been reviewed with Fred as it was felt by SUE and FRANK that it could re trigger behaviour and it was felt that Fred would not be able to talk about how he is feeling.</p>				
<p><b>Debrief with staff: N/A</b></p> <p><b>Date:</b></p> <p><b>By whom:</b></p> <p><b>Comments:</b></p>				
<p><b>Actions/Outcomes from incident</b></p> <p><i>There is a Multi Agency meeting with the county care Navigator and representatives from CAMHs next week to discuss therapy options for Fred due to issues within the home. School had previously provided time for Fred with the school counsellor however advice from CAMHs suggests that this will not be worthwhile for Fred at the moment due to his heightened emotional state. School have supported mum with an appointment with her GP to discuss Fred's needs but additional support was limited. After the meeting next week it may be decided from advice from CAMHs that Fred is placed on a part time timetable if other therapies and strategies can be agreed to support him coming back to a full time</i></p>				

*time table.*

Signed.....(by all staff  
named on form)

Line Manager Signed.....

Date.....